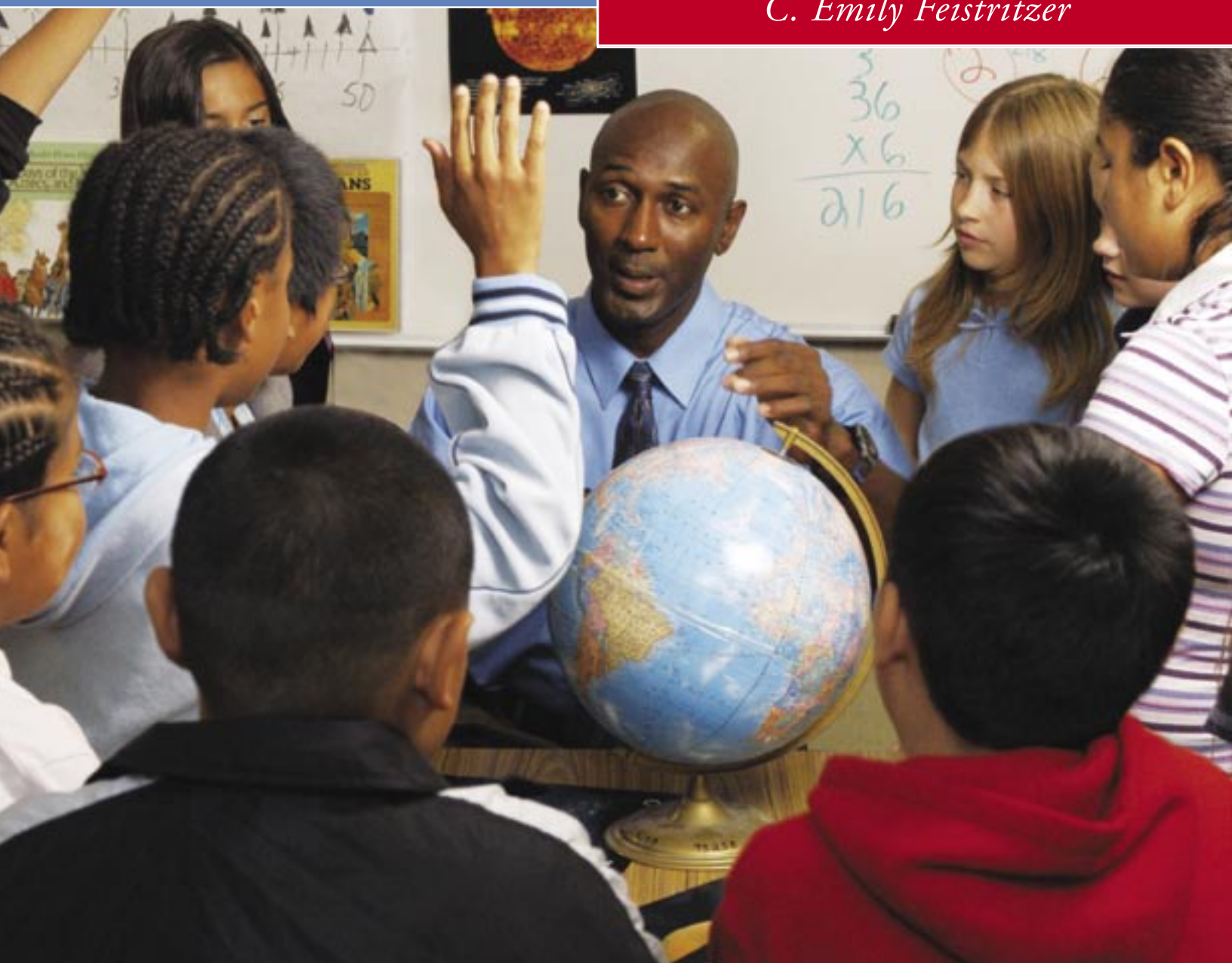


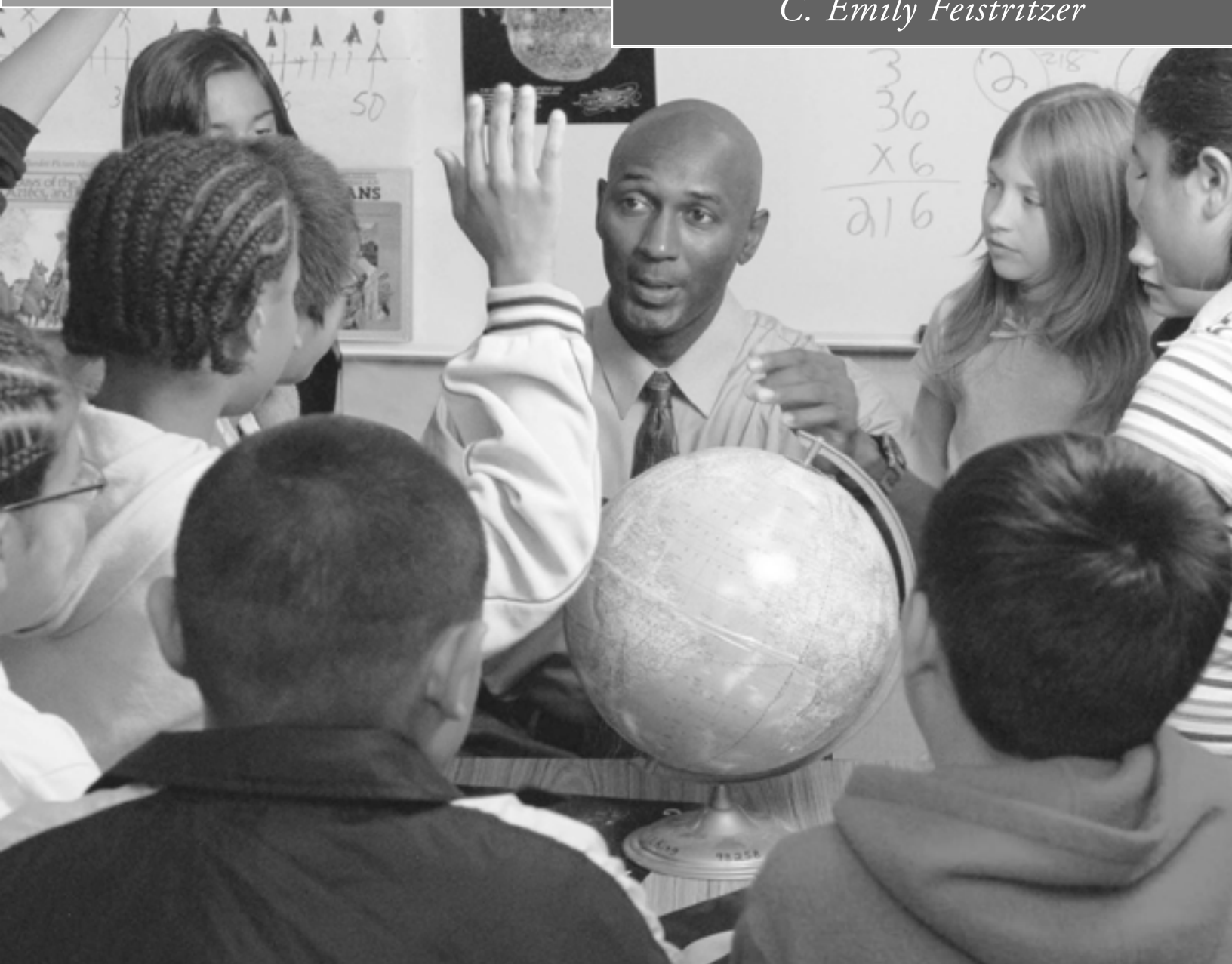
PROFILE OF TROOPS TO TEACHERS

C. Emily Feistritzer



PROFILE OF TROOPS TO TEACHERS

C. Emily Feistritzer



Copies of *Profile of Troops to Teachers* can be obtained from

National Center for Education Information

4401A Connecticut Ave., N.W., PMB 212
Washington, D.C. 20008

Phone: 202-362-3444

Fax: 202-822-8284

Web site: www.ncei.com

Information in this publication can also be found on the
National Center for Alternative Certification Web site at www.teach-now.org,
and Troops to Teachers at www.ProudToServeAgain.com.

Library of Congress

ISBN 1-928665-12-8

TABLE OF CONTENTS

Introduction	3
Highlights	5
Demographics	15
Attitudes and Opinions	20
Professionalism	31
Methodology	39
Appendices	42

Figures

Very Valuable Principles and Standards	5
Teachers by Gender	6
Teachers by Race	7
Teachers by Type of Community Taught In	7
Highest Degree Held	9
Favored Methods to Improve Education	10
Plans Five Years from Now	11
Problems Facing Teachers Judged “Very Serious”	12
Satisfied with Aspects of Teaching	13
Value of Troops to Teachers Program	14
Teachers by Grade Level Taught	15
Teachers by Age	16
Years of Teaching Experience	17
Reasons for Staying in Teaching	27
Reasons for Staying in Teaching (cont’d)	28
Number of College Semester Hours of Education Taken	31
Route Taken to Get Certified to Teach	32
“Very Competent” When Began Teaching	33
Reasons for Leaving K–12 Teaching	38

Tables

Subjects Taught	8
Demographic Profile 2005: Sex and Grade Level Taught	15
Demographic Profile 2005: Race and Age	16
Demographic Profile 2005: Experience and Locale	17
Demographic Profile 2005: Communities Willing to Teach In . . .	18
Likelihood to Move Where Demand is Greatest	18
Demographic Profile 2005: Degree and Salary	19
Principles and Standards of the Military Profession	20
Favored Methods to Improve Education	21
Attitudes Toward Student Learning	22
Problems Facing Teachers Today	23
Problems Facing Teachers Today (cont'd)	24
Problems Facing Teachers Today (cont'd)	25
Reasons Originally and Now	26
Reasons Originally and Now (cont'd)	27
Satisfaction with Aspects of Teaching	29
Satisfaction with Aspects of Teaching (cont'd)	30
Number of College Semester Hours of Education Courses Taken . .	31
Route Taken	32
How Competent Did/Do You Feel?	33
How Competent Did/Do You Feel? (cont'd)	34
Developing Competence to Teach	35
Developing Competence to Teach (cont'd)	36
Plans Five Years from Now	37
Sample Size and Response Rate	39
Potential Sampling Error – Estimates	40
Potential Sampling Error – Differences between Estimates	41

INTRODUCTION

MUCH IS BEING MADE of the nation's need for highly qualified teachers. The *No Child Left Behind* Act requires that every K–12 teacher of academic subjects be highly qualified by the end of the 2005–06 school year. States and local school districts responsible for hiring teachers are struggling to meet this and other requirements.

At the same time, the current teaching force is aging and retiring. Seven percent of teachers leave the profession each year, creating an increase in vacancies that have to be filled with new, competent, and qualified teachers.

In addition, the nation needs specific kinds of teachers. We need more male teachers, more qualified teachers in our inner cities, and we especially need teachers of special education, mathematics and the sciences. We need more persons of color teaching and more teachers who can competently teach the subjects in the grades they are teaching. The nation needs teachers who want to teach, who put a premium on education and who want to help young people learn and meet high standards. We need committed teachers who plan to stay a while.

Because the Department of Education-Department of Defense Troops to Teachers program addresses these needs, the National Center for Education Information (NCEI) undertook the task of surveying second career Troops teachers to learn more about them—including demographic information, their attitudes about the *No Child Left Behind* Act, their impressions about how to improve American education, their perceptions about

a wide range of teacher-related issues, and their future plans.

We sent 3,000 randomly selected participants in the TTT program a 38-item questionnaire survey, of which 1,431 were completed and returned. Troops teachers had the option of completing the paper survey or completing the survey on a secure website. Additional information about the survey and the methodology are on pages 39–41 of this report.

Profile of Troops to Teachers is the result of analyses of those completed survey questionnaires. Since many of the questions asked in this survey had also been asked in the 2005 NCEI surveys of all teachers and of teachers entering through alternate routes to teacher certification, comparisons across these three groups of teachers are often included in this report.

NCEI conducted three national surveys covering a wide range of issues pertaining to K–12 teachers and the teaching profession. The first surveyed individuals entering K–12 teaching through alternate routes to teacher certification. The second solicited responses from K–12 public school teachers, and this one surveyed military personnel who are now teaching because of the Troops to Teachers program.

The Troops to Teachers program was authorized by the Congress of the United States in the Defense Authorization Bill introduced in 1993. Since 1994, the program has been managed by the Defense Activity for Non-Traditional Education Support (DANTES). Troops to Teachers provides referral assistance and placement services to military person-

nel interested in beginning a second career in public education as a teacher. DANTES helps applicants identify teacher certification requirements, programs leading to certification and employment opportunities.

Many people contributed to the value of this survey project. I wish to thank John Gantz, the Director of the Troops to Teachers program, for making the Troops database available and allowing us to survey a random sample of participants in the program. John's dedication and tireless enthusiasm is equaled only by that of Robert MacDonald, currently Executive Director of the Western States Certification Consortium. John and Bob have been with Troops to Teachers since its beginning in 1994, and the success of the program is largely due to their efforts. I wish also to thank Jim Selbe and Michelle Spires of the American Council on Education whose support helped make the survey possible and to Patricia Papa and Richard Rodriguez from SAIC who provided so much support, including the design of the cover. I wish to thank Paul Serrano for the great design of the document and Larry Meyer and Charlene Haar for editing. I can't thank Steve Griffin of the Florida State University Center for Interactive Media enough for developing

the data entry and analysis programs that enabled us to produce such a thorough profile of individuals entering teaching through the Troops to Teachers program. Thanks to Ravi Shankar for his brilliant help in developing the tables and charts that tell such a complete story. Lastly, my deepest gratitude goes to the men and women from Troops to Teachers who completed the survey. NCEI has conducted three surveys of various teachers in 2005. The Troops teachers are truly a breed apart. They not only responded to the questions asked, they wrote in volumes of comments – all exuding commitment and enthusiasm for teaching.

C. Emily Feistritzer
August 24, 2005



NATIONAL CENTER FOR
EDUCATION INFORMATION

HIGHLIGHTS

Value of Military Principles and Standards in Teaching

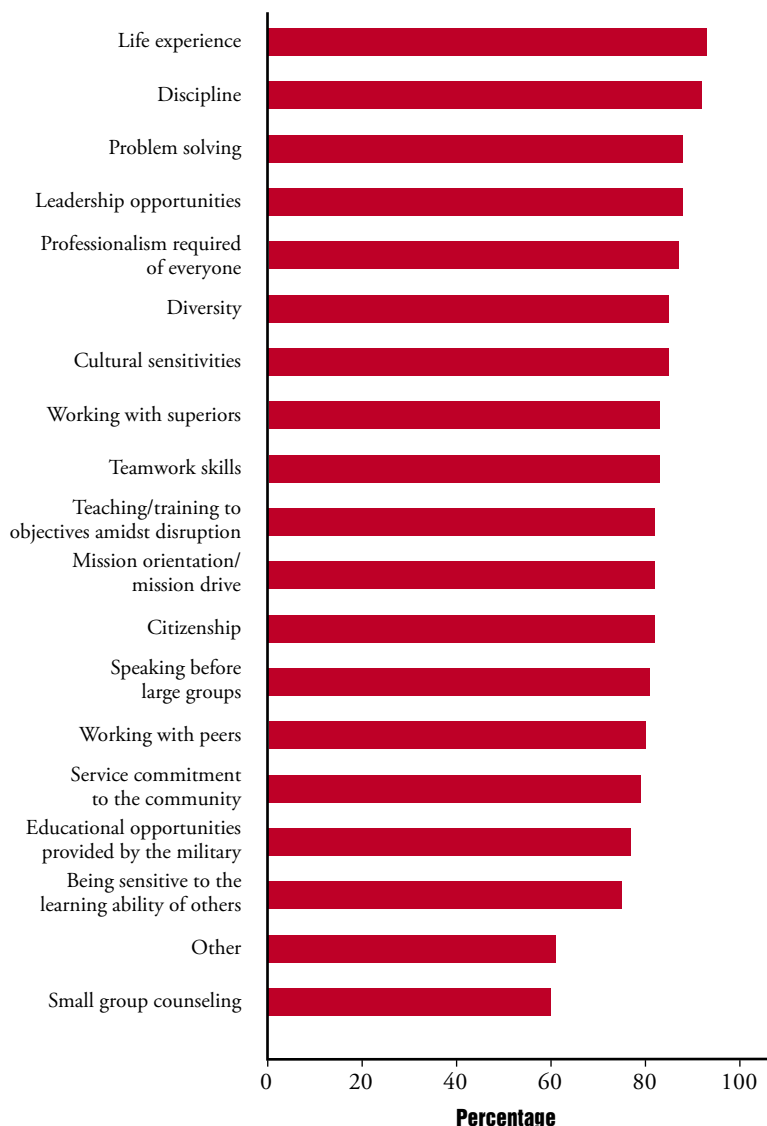
Troops teachers themselves make a strong case for the value of military experiences for transi-

tioning into a teaching career. Troops teachers report numerous aspects of their military career as “very valuable” to them as they make the transition to a career in teaching.

At the very top of the list are: Life experience (93 percent “very valuable”); discipline (92 percent); problem solving (88 percent); leadership opportunities (88 percent); and professionalism required of everyone (87 percent).

VERY VALUABLE PRINCIPLES AND STANDARDS

How valuable were the principles and standards of your military profession as you made the transition to teaching as a career?

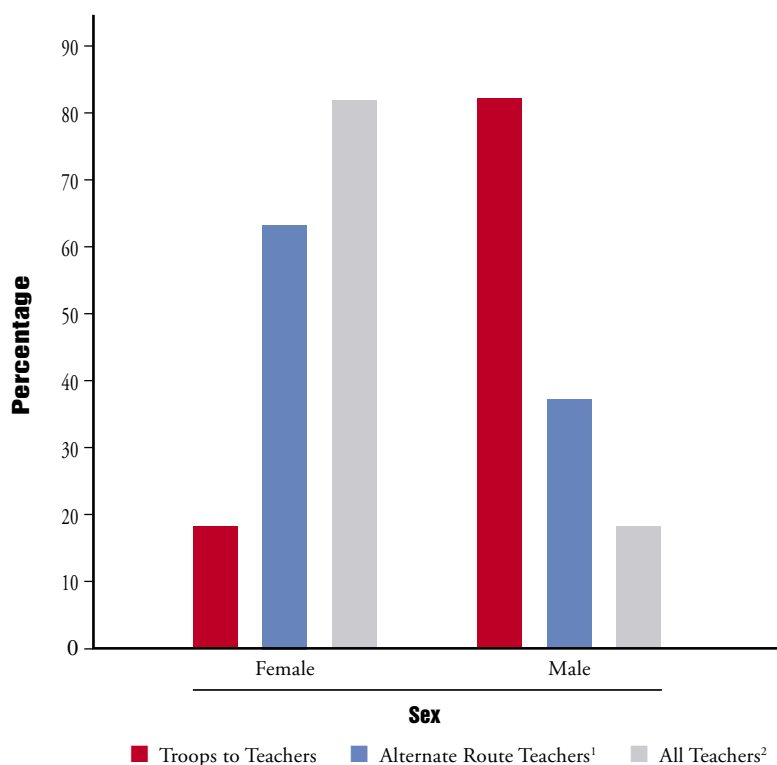


Meeting the Needs of Education

The Troops to Teachers program is bringing into the teaching profession exactly what the nation has identified it needs:

- More men
- More minorities
- Teachers in high demand areas – inner cities
- Teachers in high demand subject areas – special education, math, science
- Well educated teachers
- Competent teachers
- Teachers who believe all children can learn
- Teachers who value high standards for themselves as well as for students
- Committed teachers
- Teachers who plan to stay a while

TEACHERS BY GENDER



More Men

Eighty-two percent of teachers entering through the Troops to Teachers program are male. This is in direct contrast to an overall teaching force that is increasingly female. The proportion of males teaching in K-12 public schools has dropped steadily from 31 percent in 1986 to 29 percent in 1990 to 26 percent in 1996 to 18 percent in 2005, according to surveys conducted by the National Center for Education Information. Surveys by the National Center for Education Statistics, the National Education Association and the American Federation of Teachers all show the same trend.

No one denies the positive impact of former military personnel teaching young adolescent males. Nearly half (47 percent) of Troops teachers, compared to 20 percent of all public school teachers, are teaching in senior high schools; 33 percent, compared to 22 percent, are teaching middle/junior high school grades.

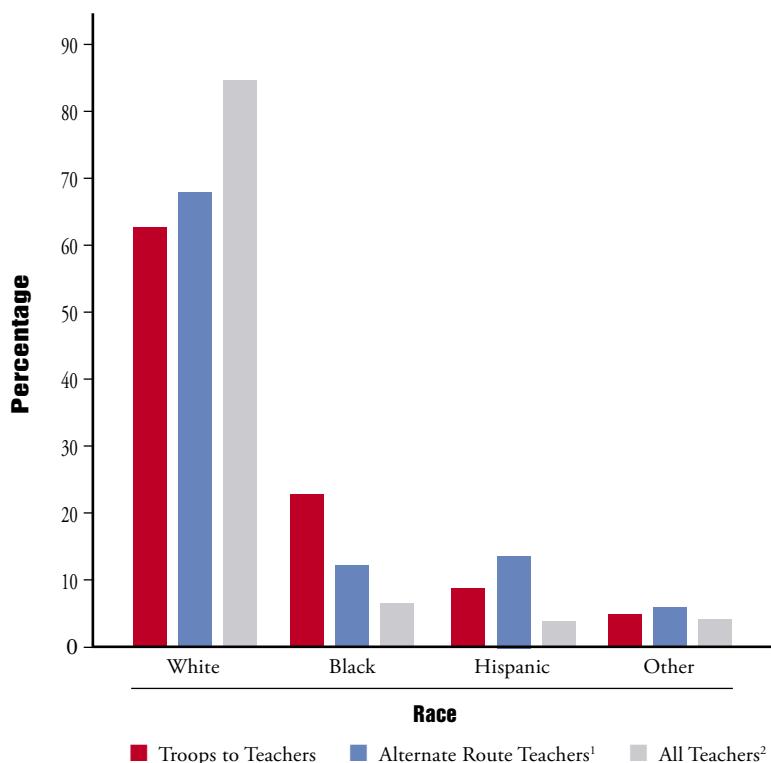
¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

More Minorities

Thirty-seven percent of Troops teachers are persons of color. This compares with only 15 percent of the overall K-12 public school teaching force that is non-white. Nearly one-fourth (23 percent) of Troops teachers are black, compared to only 6 percent of the overall teaching force; 9 percent – compared to 4 percent – are Hispanic.

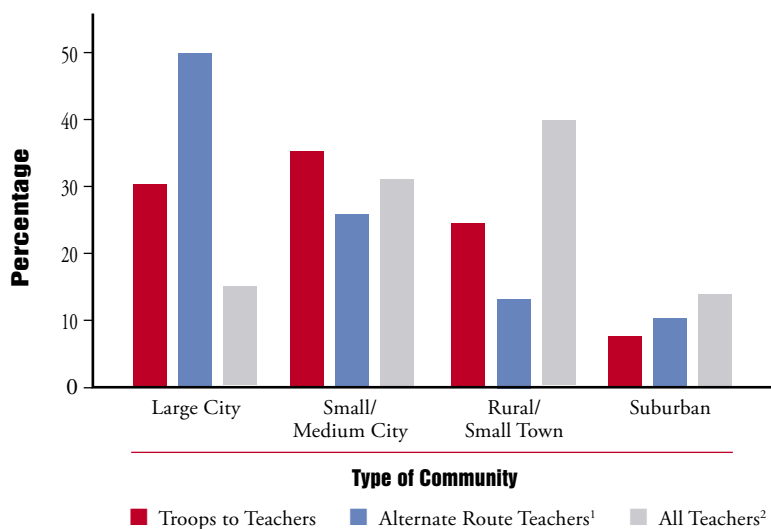
TEACHERS BY RACE



Teaching in High Demand Areas

The demand for teachers is greatest in inner cities; Troops teachers are meeting this demand. More than half (55 percent) of Troops teachers teach in large cities (31 percent) or medium cities (24 percent). This compares to 15 percent of all teachers who teach in large cities and 17 percent who teach in medium-sized cities.

TEACHERS BY TYPE OF COMMUNITY TAUGHT IN



¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

SUBJECTS TAUGHT

	Troops to Teachers (percent)	Alternate Route Teachers¹ (percent)	All Teachers² (percent)
Mathematics	27	20	7
Social studies/Social science	23	0	9
Special education, general	20	14	8
General Elementary	16	22	27
English/Language Arts	13	0	9
History	13	0	3
Specific learning disabilities	12	7	6
Emotionally disturbed	12	9	5
Reading	11	10	11
General and other science	11	8	4
Physical science	9	5	4
Biology/Life science	8	6	4
Geology/Earth science/Space science	8	4	2
Mentally retarded	7	5	4
Physical Education/Health	5	0	5
Basic skills and remedial education	5	0	4
Other special education	5	4	3
Chemistry	5	3	2
Computer Science	5	0	2
Other vocational/technical education	5	0	2
Physics	5	2	2
Mildly handicapped	5	3	2
Business, Marketing	5	2	1
English as a second language	4	0	7
Military science	4	0	4
Speech/Language impaired	4	4	4
Spanish	4	0	3
Special education, All others	4	0	1
Technical	4	0	1
Art/Music	3	0	8
Gifted	3	0	4
Severely handicapped	3	2	2
Bilingual Education	3	0	1
Trade and industry	3	0	*
Kindergarten	2	0	8
Health occupations	2	0	1
Industrial arts	2	0	1
Deaf and hard-of-hearing	2	2	1
Orthopedically impaired	2	2	1
Visually handicapped	2	1	1
American Indian/Native American Studies	1	0	11
Dance/Drama/Theater	1	0	2
Home economics	1	0	2
Accounting	1	0	1
French	1	0	1
German	1	0	*
Journalism	1	0	*
Philosophy/Religion	1	0	*
Other foreign language	*	0	3
Agriculture	*	0	2
Latin	*	0	1

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005*Troops Teach High-Demand Subjects*

Where demand for teachers in mathematics, science and special education is greatest, Troops teachers are meeting this demand in significantly higher proportions than all teachers. For example, 27 percent of Troops teachers are teaching mathematics, whereas 7 percent of all teachers teach mathematics. In the sciences, including biology, geology, physics and chemistry, Troops teachers exceed all teachers by 28 percent (46 to 18 percent). Similarly, 44 percent of Troops teachers (compared to 19 percent of all teachers) are teaching special education classes – including classes for the emotionally disturbed.

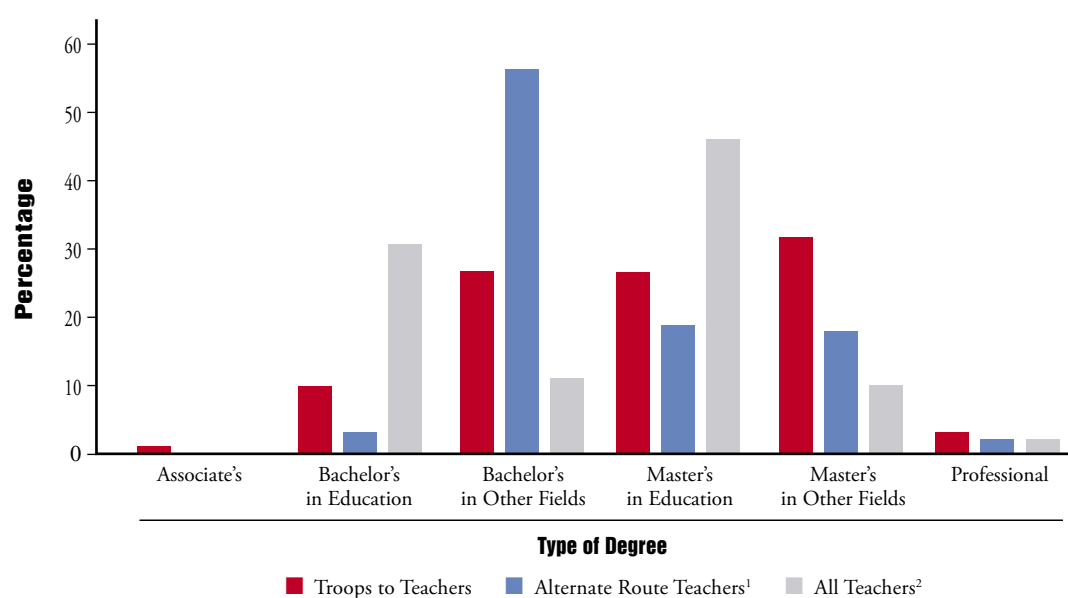
Troops are Well-Educated Teachers

Nearly two-thirds (62 percent) of Troops teachers hold a Master's degree or higher degree; of those, 32 percent hold a master's degree in a field other than education and 27 percent hold a master's degree in education. For 37 percent of Troops teachers, their highest degree is a bachelor's degree; 27 percent have a bachelor's degree in a field other than

education, and 10 percent have as their highest degree a bachelor's degree in education.

In this context, it is noteworthy that when asked how serious certain problems were to them as teachers, only 8 percent of Troops teachers said that being assigned to teach outside the subjects they were prepared to teach was a very serious problem.

HIGHEST DEGREE HELD



Troops Feel Competent

Virtually all Troops teachers (100 percent) report that they feel competent in their ability to teach the subject matter they are teaching. Likewise, nearly all of them reported feeling competent in all eight areas of teaching cited: ability to motivate students (98 percent); manage time (99 percent); classroom management (98 percent); classroom discipline (98 percent); organizing instruction (99 per-

cent); dealing with fellow teachers (98 percent) and dealing with the administrative hierarchy (97 percent).

Interestingly enough, Troops teachers felt considerably more competent in all of these areas when they *first began* teaching than did teachers in general.

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

Troops Believe All Children Can Learn

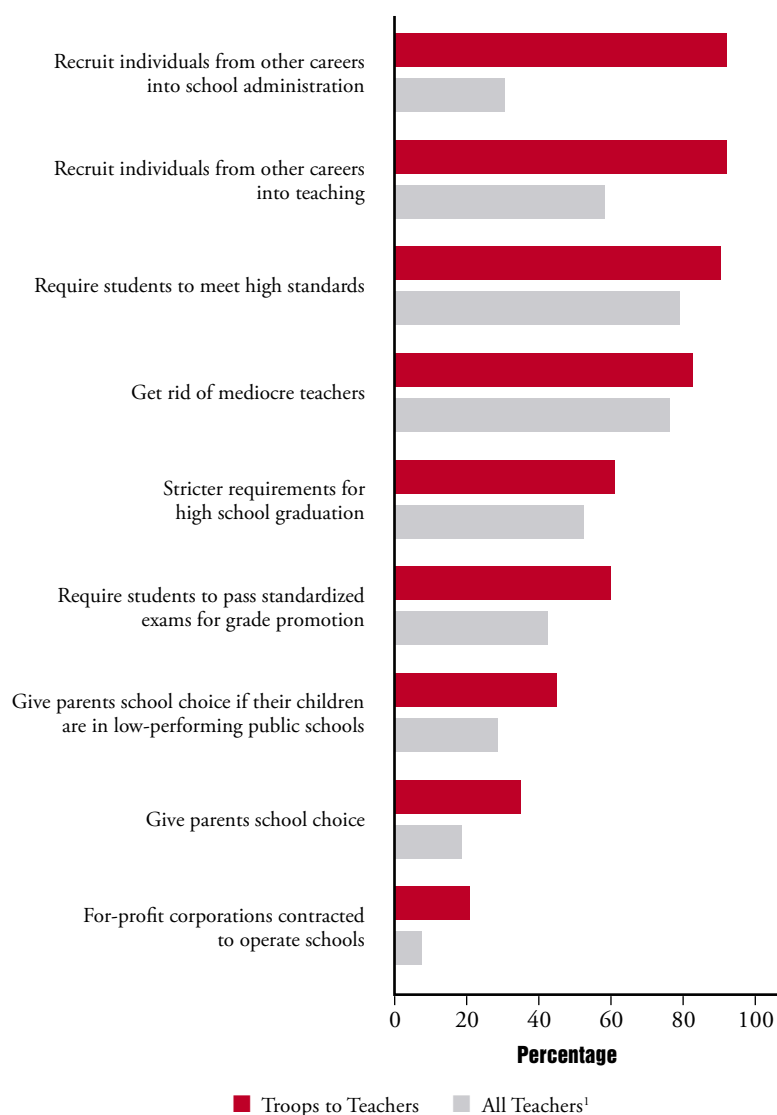
Nearly 6 out of 10 (58 percent) Troops teachers, compared to half of all public school teachers, agree with the statement, “Socio-

economic background does not prevent students from performing at the highest levels of achievement.”

Troops Set High Standards

Troops teachers set a much higher bar for students than do public school teachers in general.

FAVORED METHODS TO IMPROVE EDUCATION



Ninety percent of Troops teachers (79 percent of all teachers) favor requiring students to meet the high standards now required in mathematics, history, English and science. The gaps between Troops teachers and all teachers are also significant in their attitudes about testing and graduation; 60 percent of Troops teachers (43 percent of all teachers) favor requiring students to pass standardized national or state examinations for promotion from grade to grade, and 61 percent (53 percent of all teachers) favor stricter requirements for high school graduation, even if it means that significantly fewer students graduate on time.

Eighty-three percent of Troops teachers think that getting rid of mediocre and incompetent teachers would improve America's educational system, whereas 79 percent of all teachers agree that it would.

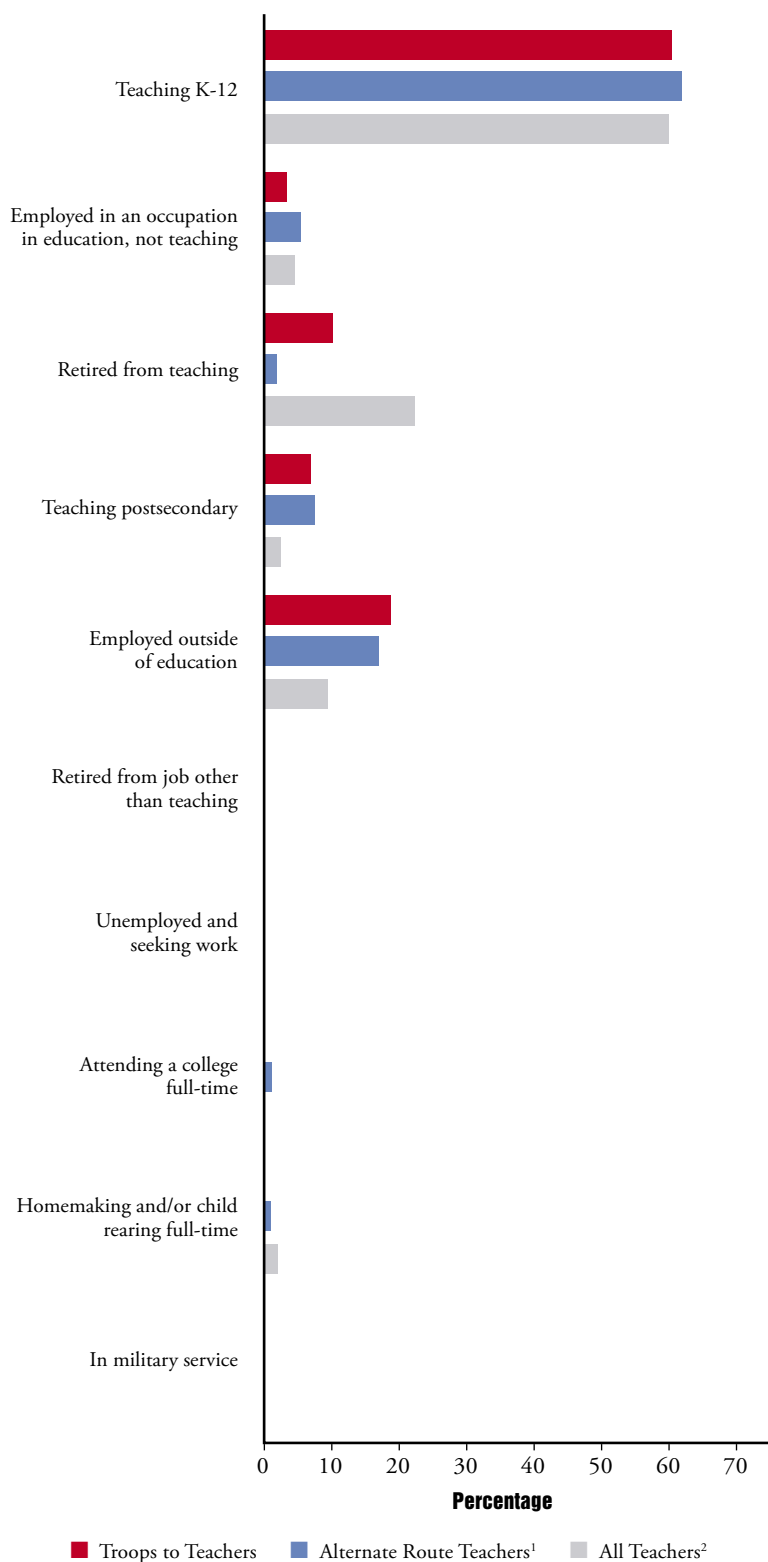
Significantly more Troops teachers than all teachers (92 percent versus 58 percent) favor recruiting individuals from other careers into teaching as a way to improve the educational system. Likewise, 90 percent of Troops teachers, compared to only 31 percent of all teachers, favor recruiting individuals from other careers into school administration.

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

Troops' Plans Five Years from Now

In five years, 78 percent of Troops teachers expect to be employed in education; 61 percent expect to be teaching in K–12 schools, and 17 percent expect to be employed in an occupation in education (other than teaching). Seven percent of Troops teachers expect to be teaching at the postsecondary level, while only 3 percent expect to be employed in an occupation outside of education. Significantly fewer (10 percent) of Troops teachers expect to be retired from teaching than all teachers (22 percent).

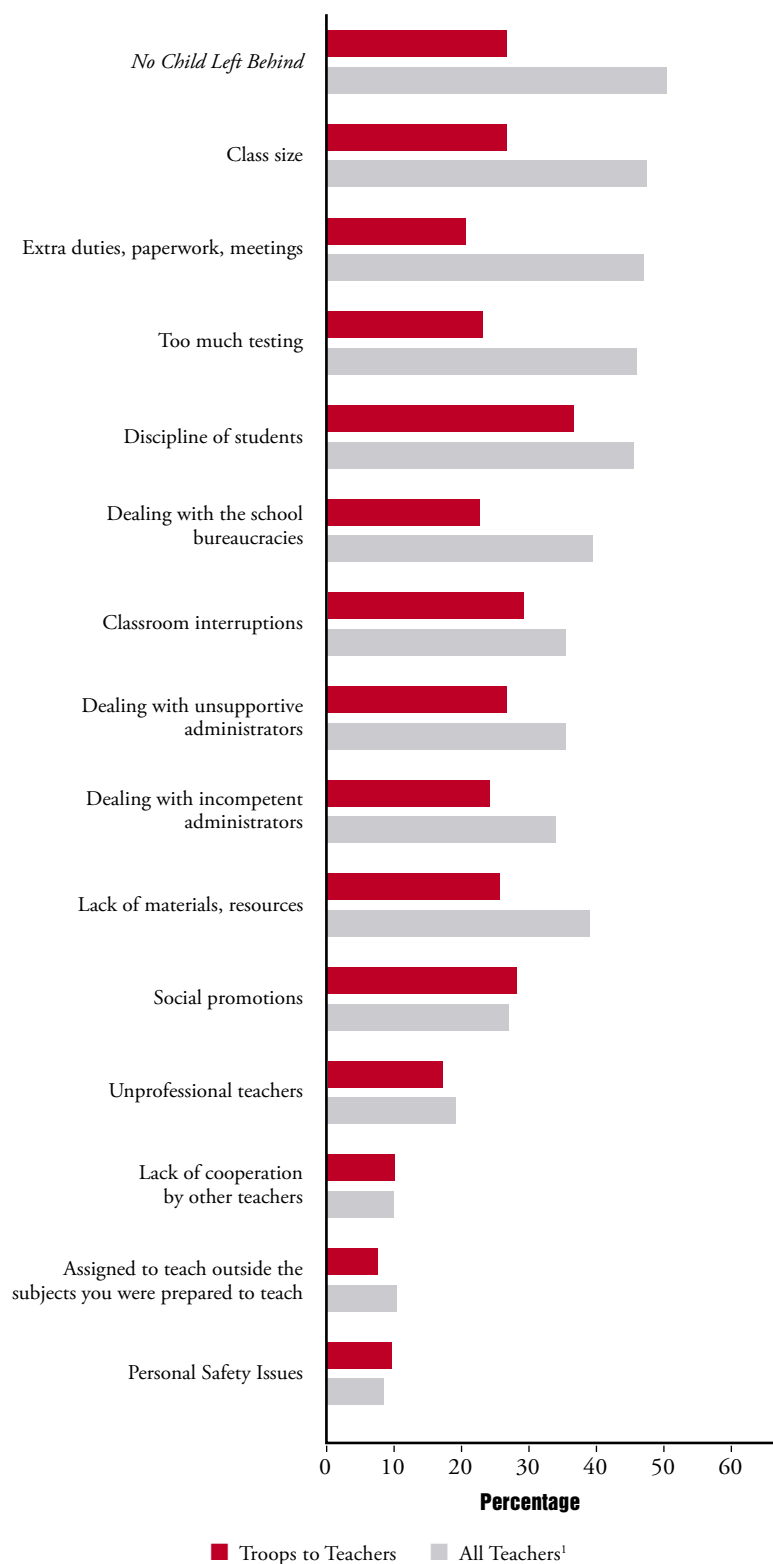
PLANS FIVE YEARS FROM NOW



¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

PROBLEMS FACING TEACHERS JUDGED “VERY SERIOUS”



Problems Facing Teachers

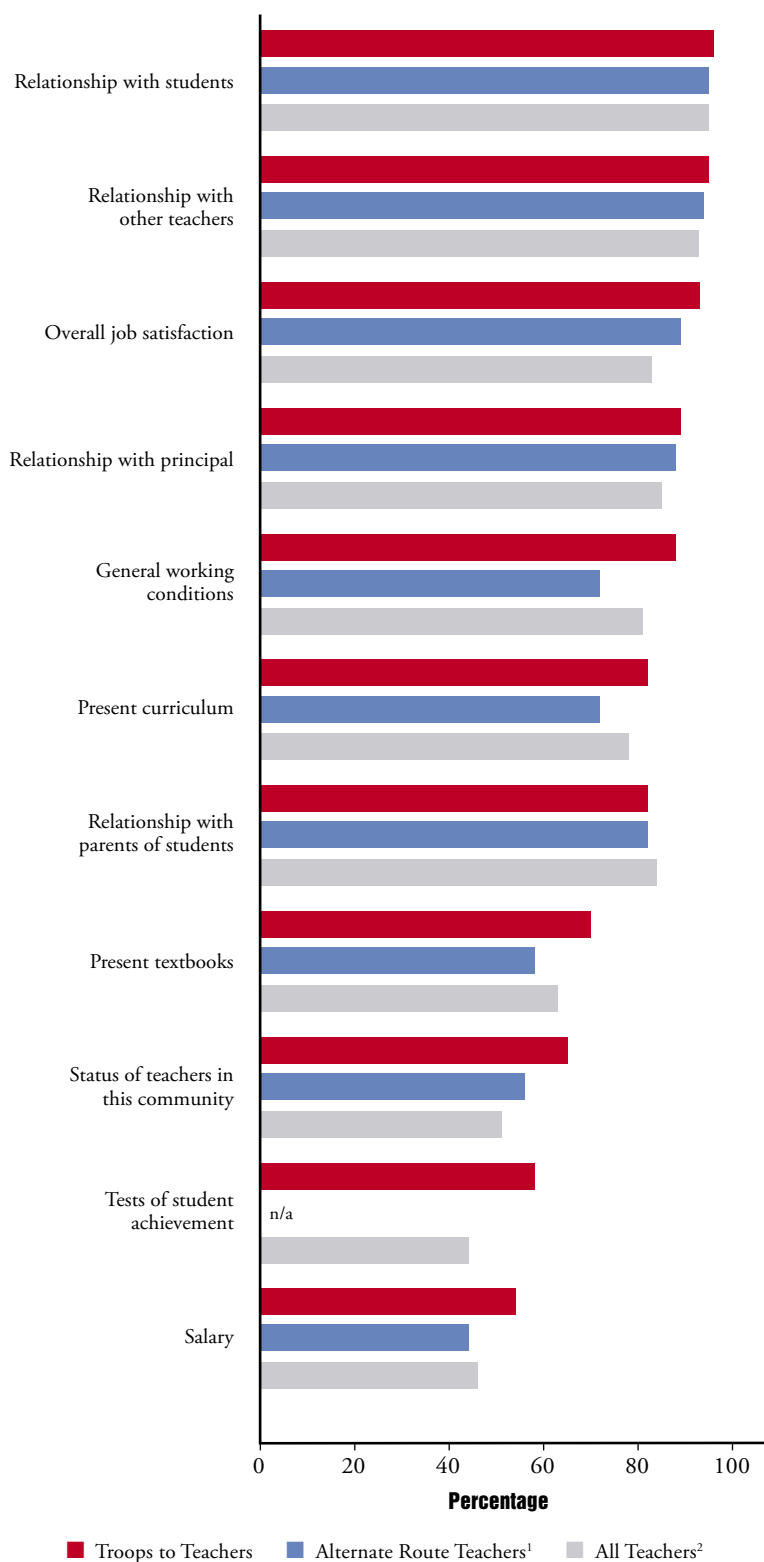
Troops teachers view most problems facing teachers as less serious than teachers in general – especially in such areas as compliance with the *No Child Left Behind* requirements, testing requirements, extra duties, dealing with bureaucracies and administrators, discipline and class size.

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

Satisfaction of Troops Teachers

Troops teachers are very satisfied with every aspect of teaching.

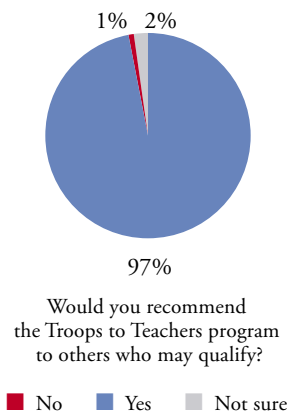
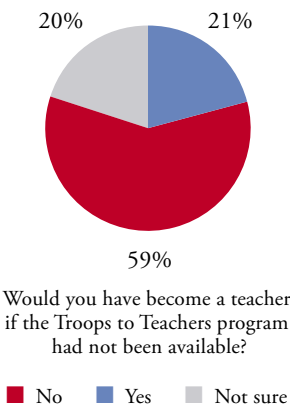
SATISFIED WITH ASPECTS OF TEACHING



¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

VALUE OF TROOPS TO TEACHERS PROGRAM



Significance of the Troops to Teachers Program

Fifty-nine percent of Troops teachers indicate that they would not have become a teacher if the Troops to Teachers program had not been available; an additional 20 percent say they are not sure.

Troops teachers overwhelmingly (97 percent) say they would recommend the Troops to Teachers program to others who may qualify.

DEMOGRAPHICS

DEMOGRAPHIC PROFILE OF TROOPS TO TEACHERS

Gender

Eighty-two percent of participants in the Troops to Teachers program are men. The Troops program is positioned to make a significant impact on American education, particularly at the high school and middle school/junior high school levels where the demand for strong male role models, as well as teachers competent to teach high-demand subjects is great.

Men make up only 18 percent of the overall public school teaching force in the United States, a notable decline since 1986 when 31 percent of teachers were men.

There is a growing demand for highly qualified teachers at the high school level. The National Center for Education Statistics reports, in *The Condition of Education 2005*, “public school enrollment in grades preK–8 is projected to decrease through 2005 and then to increase through 2014, whereas public enrollment in grades 9–12 is projected to increase through 2007 and then to decrease.”

Nearly half (47 percent) of Troops teachers teach at the high school level and one-third (33 percent) teach at the middle/junior high school level. This compares to one in five (20 percent) public school teachers who teach at the high school and 22 percent who teach middle/high school grades.

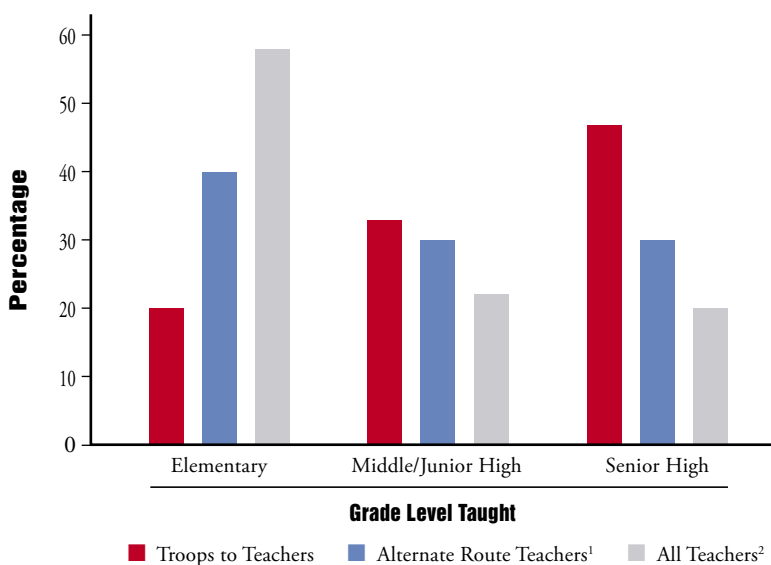
Nearly nine out of 10 (88 percent) of Troops high school teachers are men compared to 38 percent of all public high school teachers who are men.

[See Figure *Teachers by Gender*, p. 6.]

DEMOGRAPHIC PROFILE 2005

	Troops to Teachers (n=1431)	Alternate Route Teachers ¹ (n=2647)	All Teachers ² (n=1028)
<i>Sex</i>			
Female	18	63	82
Male	82	37	18
<i>Grade Level Taught</i>			
Elementary	20	40	58
Middle/Junior High	33	30	22
Senior High	47	30	20

TEACHERS BY GRADE LEVEL TAUGHT



¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

DEMOGRAPHIC PROFILE 2005 (cont'd.)

	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>Race</i>			
Amer. Indian/Alaskan	1	1	1
Asian/Pacific Islander	1	3	2
Black	23	12	6
White	63	68	85
Hispanic	9	14	4
Multiracial	3	2	2
<i>Age</i>			
≤29	*	28	11
30–39	8	25	22
40–49	41	27	26
50–54	27	15	19
55+	22	8	23

Race

Thirty-seven percent of participants in the Troops to Teachers program are persons of color, compared to only 15 percent of the K-12 public school teaching force.

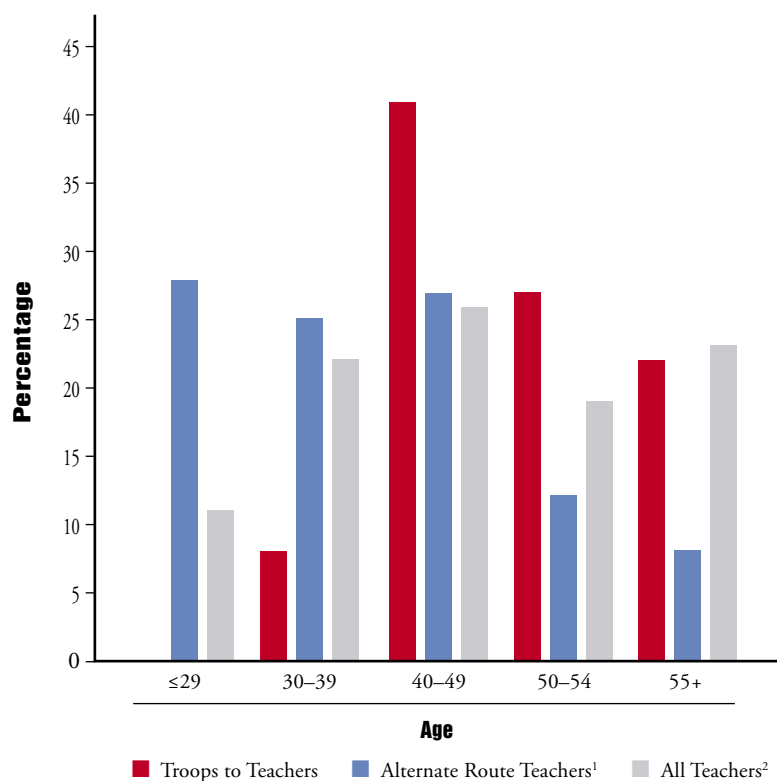
[See *Teachers by Race*, p. 7.]

Age

Troops teachers bring maturity and considerable experience to the job of teaching the nation's youth.

While 11 percent of the overall teaching force is younger than 30 years of age, only 0.3 percent of Troops teachers are younger than 30 years of age.

Nine out of ten (90 percent) of Troops teachers are now aged 40 or older, 68 percent of teachers generally are older than 40 years of age.

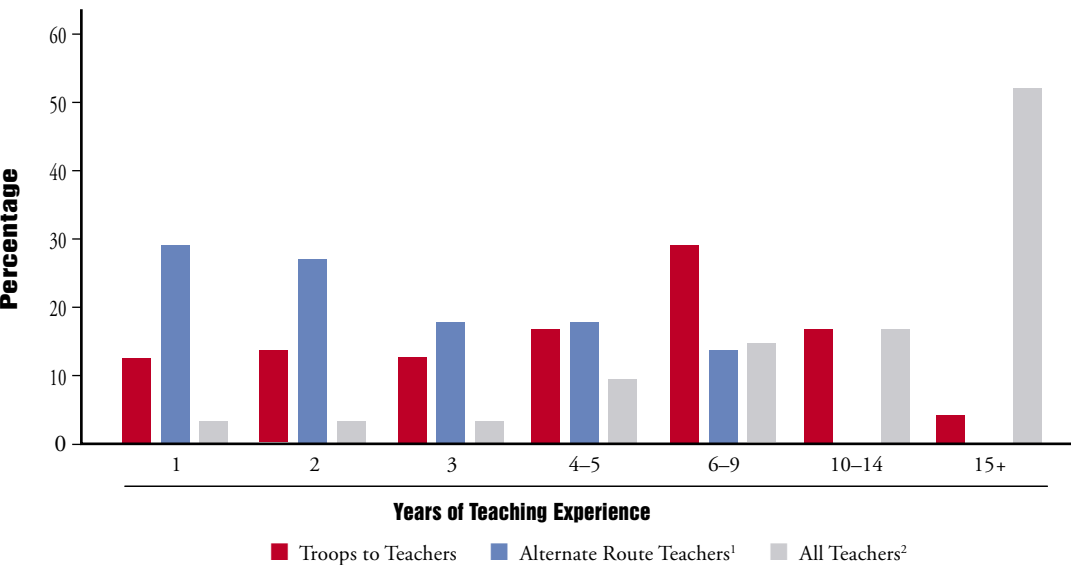
TEACHERS BY AGE

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

TEACHING EXPERIENCE



Type of Community Taught In

The demand for teachers in the United States is greatest in inner cities.

Nearly one-third (31 percent) of Troops teachers teach in large cities, and an additional 24 percent teach in medium cities. This compares to 15 percent of K-12 public school teachers who teach in large cities and 17 percent who teach in medium-sized cities.

The latest data available from the U.S. Department of Education's National Center for Education Statistics show that, in 2001–02, 16 percent of students were enrolled in large cities and 13 percent in mid-sized cities.

[See Figure *Teachers by Type of Community Taught In*, p. 7.]

DEMOGRAPHIC PROFILE 2005 (cont'd.)

	Troops to Teachers (n=1431)	Alternate Route Teachers ¹ (n=2647)	All Teachers ² (n=1028)
<i>Years of K–12 Teaching Experience</i>			
1	12	27	3
2	13	26	3
3	12	17	3
4 – 5	16	17	9
6 – 9	28	13 [6+]	14
10 – 14	16		16
15 – 19	2		14
20 – 24	1		11
25 – 29	1		12
30 – 34	*		11
35 – 39	*		4
40+	*		*
<i>Type Community Taught In</i>			
Large City (250,000+)	31	50	15
Medium City (50,000–249,999)	24	16	17
Small City (20,000–49,999)	12	10	14
Small Town (10,000–19,999)	9	6	16
Suburban or outside central city	8	10	14
Rural (less than 10,000)	16	8	24

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

TYPE OF COMMUNITY WILLING TO TEACH IN

	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>Type Community Willing to Teach In</i>			
Large City (250,000+)	50	66	31
Medium City (50,000–249,999)	65	66	53
Small City (20,000–49,999)	71	63	70
Small Town (10,000–19,999)	66	52	70
Suburban or outside central city	51	53	45
Rural (less than 10,000)	62	43	62

Type of Community Willing to Teach In

Regardless of the type of community Troops teachers are currently teaching in, when asked “What type of community would you be willing to teach in?” at least half of the respondents indicated they would be willing to teach in any type of community.

When asked the likelihood that they would pick up and move from where they live now to where the demand for teachers was greatest, again, the Troops teachers expressed a greater willingness to move to meet the demand for teachers than did teachers in general.

LIKELIHOOD TO MOVE WHERE DEMAND IS GREATEST

<i>How likely would you be to move from where you are to ... where the demand for teachers is greatest?</i>	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>... a rural area within the state ...</i>			
Very likely	16	9	10
Somewhat likely	26	22	18
Somewhat unlikely	14	16	12
Very unlikely	40	46	56
Not sure	5	7	4
<i>... a large metropolitan city within the state ...</i>			
Very likely	13	12	6
Somewhat likely	20	24	12
Somewhat unlikely	15	17	13
Very unlikely	48	40	64
Not sure	5	7	5
<i>... a rural area out of state ...</i>			
Very likely	12	6	4
Somewhat likely	19	16	12
Somewhat unlikely	14	15	13
Very unlikely	50	56	67
Not sure	6	8	5
<i>... a large metropolitan city out of state ...</i>			
Very likely	11	10	3
Somewhat likely	14	21	10
Somewhat unlikely	13	15	11
Very unlikely	57	47	73
Not sure	5	8	4

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

Highest Degree Held

Nearly two-thirds (62 percent) of Troops teachers have a Master's degree or higher; of these, one third (32 percent) have their Master's degree in a field other than education. Two percent of Troops teachers have doctorates and 1 percent hold law degrees.

[See Figure *Highest Degree Held*, p. 9.]

Subjects Troops Teach

Where demand for teachers in mathematics, science and special education is greatest, Troops teachers are meeting this demand in significantly higher proportions than all teachers. For example, 27 percent of Troops teachers are teaching mathematics, whereas 7 percent of all teachers teach mathematics. In the sciences, including biology, geology, physics and chemistry, Troops teachers exceed all teachers by 28 percent (46 to 18 percent). Similarly, 65 percent of Troops teachers (compared to 29 percent of all teachers) are teaching special education classes—including classes for the emotionally disturbed.

[See Table *Subjects Taught*, p. 8.]

DEMOGRAPHIC PROFILE 2005 (cont'd.)

	Troops to Teachers (n=1431)	Alternate Route Teachers ¹ (n=2647)	All Teachers ² (n=1028)
<i>Highest Degree Held</i>			
Associate degree	1	n/a	0
Bachelor's degree in education	10	3	31
Bachelor's degree in other field	27	57	11
Master's degree in education	27	19	47
Master's degree in other field	32	18	10
Doctorate in education	1	*	1
Doctorate in other field	1	1	*
Law degree	1	1	*
Medical degree	0	*	*
<i>Salary</i>			
Less than \$20,000	4		1
\$20,000–24,999	2	2	2
\$25,000–29,999	9	6	4
\$30,000–34,999	25	28	12
\$35,000–39,999	24	32	14
\$40,000–44,999	15	20	21
\$45,000–49,999	8	9	12
\$50,000–54,999	5	2	12
\$55,000–59,999	3	1	6
\$60,000–64,999	2	*	7
\$65,000–69,999	1	*	3
\$70,000 or more	1	*	7

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

ATTITUDES AND OPINIONS

Value of Military Principles and Standards in Teaching

Troops teachers themselves make a strong case for the value of military experiences for transitioning into a teaching career. Troops teachers report numerous aspects of their military career as “very valuable” to them as they make the transition to a career in teaching.

At the very top of the list are: Life experience (93 percent “very valuable”); discipline (92 percent); problem solving (88 percent); leadership opportunities (88 percent); and professionalism required of everyone (87 percent).

[See Figure *Very Valuable Principles and Standards*, p. 5.]

PRINCIPLES AND STANDARDS OF THE MILITARY PROFESSION USED IN TEACHING

<i>How valuable were the principles and standards of your military profession as you made the transition to teaching as a career?</i>	Very Valuable (percent)	Somewhat Valuable (percent)	Not very Valuable (percent)	Not at all Valuable (percent)	Not Sure (percent)
Being sensitive to the learning abilities of others	75	21	3	1	1
Citizenship	82	15	2	1	1
Cultural sensitivities	85	13	2	1	*
Discipline	92	6	1	*	0
Diversity	85	13	1	*	*
Educational opportunities provided by the military	77	18	4	1	*
Leadership opportunities	88	11	1	*	*
Life experience	93	6	1	*	0
Mission orientation/mission drive	82	15	3	*	*
Problem solving	88	11	1	*	*
Professionalism required of everyone	87	11	2	*	*
Service commitment to the community	79	18	2	*	*
Small group counseling	60	28	8	2	2
Speaking before large groups	81	16	2	1	*
Teamwork skills	83	14	2	1	*
Teaching/training to objectives amidst disruption	82	16	2	*	*
Working with peers	80	18	2	*	*
Working with superiors	83	14	2	1	*
Other	61	3	10	0	26

* Less than 0.5 percent

Improving America's Educational System

Teachers who have entered through the Troops to Teachers program hold high standards for education.

There are striking differences between Troops teachers and the overall K-12 public school teaching force in their attitudes toward several proposals being advanced to improve America's education system.

Troops teachers and a sample of all public school teachers, in a separate survey conducted by NCEI in spring 2005, were asked: "Several proposals are currently being advanced to improve America's education system. Please indicate whether you favor or oppose these proposals."

Troops teachers, often by a wide margin, favored all the proposals more than did teachers in general.

- 90 percent of Troops teachers, compared to 79 percent of K-12 teachers, favor requiring students to meet the high standards now required in math, English and science.
- 60 percent, compared to 43 percent, favor requiring students to pass standardized exams for promotion from grade to grade
- 61 percent, compared to 53 percent, favor stricter requirements for high school graduation, even if it means that significantly fewer students would graduate on time.
- 45 percent, compared to 29 percent, favor choice for parents of children in low-performing schools.
- 35 percent, compared to 19 percent, favor allowing parents to send their school-age children to any school they choose and having the government pay all or part of the tuition.
- 21 percent of Troops teachers, compared with 8 percent of teachers, favor having schools operated by private, for-profit corporations.
- 83 percent, compared to 76 percent, favor swiftly getting rid of mediocre and incompetent teachers as a way to improve the education system.

FAVORED METHODS TO IMPROVE EDUCATION

	Troops to Teachers (n=1431)	All Teachers ¹ (n=1028)
Require the students in the public schools in your community to meet the high standards that are now required in math, history, English, and science	90	79
Require students in public schools in your community to pass standardized, national or state examinations for promotion from grade to grade?	60	43
Stricter requirements for high school graduation, even if it means that significantly fewer students would graduate on time	61	53
Private, for-profit making corporations contracted to operate schools	21	8
Allow parents to send their school-age children to any public, private, or church-related school they choose. For those parents choosing nonpublic schools, the government would pay all or part of the tuition.	35	19
Allow parents of children in low-performing public schools to send their children to any public, private, or church-related school they choose. For those parents choosing nonpublic schools, the government would pay all or part of the tuition.	45	29
Swiftly get rid of mediocre and incompetent teachers	83	76
Recruit individuals from other careers into teaching	92	58
Recruit individuals from other careers into school administration	92	31

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

- 92 percent of Troops teachers and only 31 percent of K-12 public school teachers favor recruiting individuals from other careers into school administration as a way to improve America's education system.

[See Figure *Favored Methods to Improve Education*, p. 10.]

Student Learning

While both Troops teachers and all teachers agree equally (70 percent) that standards of academic achievement should be flexible enough that every child can feel successful, fewer Troops teachers than other teachers (69 to 76 percent) agree that schools should adjust to the students' needs.

Likewise, both Troops teachers and all teachers (83 to 81 percent) disagree with the idea that students best determine what they need to learn and when to learn it, just as both groups (81 to 80 percent) reject the idea that students are best taught by teachers of their same ethnic background.

ATTITUDES TOWARD STUDENT LEARNING

<i>Indicate the degree to which you agree or disagree with the following statements about student learning.</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school.</i>		
Strongly agree	32	32
Somewhat agree	37	44
Somewhat disagree	19	17
Strongly disagree	12	7
Not sure	*	1
<i>Individual students are the best judges of what they need to learn and when they are ready to learn it.</i>		
Strongly agree	3	4
Somewhat agree	14	15
Somewhat disagree	34	34
Strongly disagree	49	47
Not sure	5	1
<i>Standards of academic achievement should be flexible enough that every child can feel successful.</i>		
Strongly agree	32	31
Somewhat agree	38	39
Somewhat disagree	19	20
Strongly disagree	11	9
Not sure	6	1
<i>Socioeconomic background does not prevent students from performing at the highest levels of achievement.</i>		
Strongly agree	35	23
Somewhat agree	23	27
Somewhat disagree	23	27
Strongly disagree	19	21
Not sure	*	1
<i>Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group.</i>		
Strongly agree	2	3
Somewhat agree	14	12
Somewhat disagree	30	35
Strongly disagree	51	45
Not sure	3	6

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

Seriousness Of Problems Facing Teachers

Troops teachers surveyed were asked how serious 15 identified “problems” were to them as teachers. In a separate survey, a sample of all teachers was asked the same question.

When compared to K-12 public school teachers, Troops teachers rated all of the 15 issues considerably less serious problems than did all teachers.

PROBLEMS FACING TEACHERS TODAY

<i>How serious a problem are/were the following to you as a teacher?</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>Assigned to teach outside the subjects you were prepared to teach</i>		
Very serious	8	10
Somewhat serious	16	23
Not very serious	28	27
Not at all serious	45	35
Not sure	3	4
<i>Class size</i>		
Very serious	27	47
Somewhat serious	31	33
Not very serious	24	12
Not at all serious	18	8
Not sure	*	*
<i>Classroom interruptions</i>		
Very serious	29	35
Somewhat serious	32	39
Not very serious	28	19
Not at all serious	11	6
Not sure	*	*
<i>Compliance with No Child Left Behind</i>		
Very serious	27	50
Somewhat serious	30	31
Not very serious	31	17
Not at all serious	13	2
Not sure	1	1
<i>Dealing with the school bureaucracies</i>		
Very serious	23	39
Somewhat serious	33	41
Not very serious	31	17
Not at all serious	13	2
Not sure	1	1

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

The biggest divergence between Troops teachers and K-12 teachers generally is their reaction to compliance with *No Child Left Behind*, the federal law requiring accountability, annual yearly progress of student achievement, and increased professional standards. Half (50 percent) of public school teachers see compliance with No Child Left Behind as a “very serious” problem, compared to 27 percent of Troops teachers who view it as such.

Four out of ten (40 percent) Troops teachers, compared to 17 percent of teachers in general, do not see compliance with the requirements as a serious problem.

Similarly, about half (46 percent) of teachers generally indicate that too much testing is a “very serious problem” facing them as teachers. Twenty-three percent of Troops teachers rated too much testing as a “very serious” problem to them as teachers.

One in five (21 percent) of Troops teachers view extra duties, paperwork, and meetings as a “very serious” problem facing them as teachers; however, 47 percent of public school teachers viewed extra duties as “very serious.”

While attention to educators teaching subjects they have not been prepared to teach or certified to teach has been an issue in education, teachers themselves do not see this as a very serious problem. Of Troops teachers, only 8 percent rate out-of-field teaching as “very serious” and just 10 percent of K-12 teachers rated this practice as a “very serious” problem. Forty-five percent of Troops teachers and 35 percent of teachers say it is “not at all serious.”

■ 83 percent of teachers think “extra duties, paperwork, meetings” are serious problems; 47 percent of Troops teachers say

they are not serious problems for them.

- 82 percent of teachers think “too much testing” is a serious problem; 47 percent of Troops teachers do not see too much testing as a serious problem.
- 80 percent of teachers consider “dealing with the school bureaucracies” a serious problem; 44 percent of Troops do not see it as a serious problem.
- 80 percent of K-12 public school teachers think “class size” is a serious problem; 42 percent of Troops teachers do not think it is a serious problem.
- 80 percent of teachers view “discipline of students” a serious problem; 35 percent of Troops teachers do not see student discipline as a serious problem.
- 74 percent of teachers say “classroom interruptions” are a serious problem for them; 39 percent of Troops teachers say it is not a serious problem.
- 66 percent of teachers say “dealing with unsupportive administrators” is a serious problem for them as teachers; 47 percent of Troops teachers say it is not a serious problem for them.
- 65 percent of teachers say “dealing with incompetent administrators” is a serious problem for them as teachers; 49 percent of Troops teachers do not see it as a serious problem.

Areas where Troops teachers and K-12 public school teachers are more in agreement that a “problem” is serious for them as teachers are:

- 60 percent of Troops teachers and 66 percent of teachers in general think “social promotions (advancement of academically unprepared students)” is a serious problem.
- 55 percent of Troops teachers and 62 percent of all teachers think “lack of materials, resources” is a serious problem.

PROBLEMS FACING TEACHERS TODAY (cont'd.)

<i>How serious a problem are/were the following to you as a teacher?</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>Dealing with incompetent administrators</i>		
Very serious	24	34
Somewhat serious	25	31
Not very serious	27	25
Not at all serious	22	11
Not sure	2	*
<i>Dealing with unsupportive administrators</i>		
Very serious	27	35
Somewhat serious	24	31
Not very serious	22	22
Not at all serious	25	11
Not sure	2	1
<i>Discipline of students</i>		
Very serious	37	45
Somewhat serious	27	35
Not very serious	24	15
Not at all serious	11	1
Not sure	*	0
<i>Extra duties, paperwork, meetings</i>		
Very serious	21	47
Somewhat serious	32	36
Not very serious	35	14
Not at all serious	12	2
Not sure	*	*
<i>Lack of materials, resources</i>		
Very serious	26	29
Somewhat serious	29	33
Not very serious	30	29
Not at all serious	15	9
Not sure	*	*
<i>Lack of cooperation by other teachers</i>		
Very serious	10	10
Somewhat serious	19	25
Not very serious	38	43
Not at all serious	33	21
Not sure	1	*
<i>Personal safety issues</i>		
Very serious	10	8
Somewhat serious	14	22
Not very serious	32	45
Not at all serious	44	25
Not sure	*	*

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

PROBLEMS FACING TEACHERS TODAY (cont'd.)

<i>How serious a problem are/were the following to you as a teacher?.</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>Social promotions (advancement of academically unprepared students)</i>		
Very serious	28	27
Somewhat serious	32	39
Not very serious	26	24
Not at all serious	13	8
Not sure	2	2
<i>Too much testing</i>		
Very serious	23	46
Somewhat serious	30	36
Not very serious	33	15
Not at all serious	14	3
Not sure	1	1
<i>Unprofessional teachers</i>		
Very serious	17	19
Somewhat serious	23	30
Not very serious	37	36
Not at all serious	21	13
Not sure	1	1

Areas where Troops teachers and public school teachers are more in agreement that a “problem” is not very or not at all serious for them as teachers are:

- “Personal safety issues” – 76 percent of Troops teachers and 70 percent of public school teachers say this is not a serious problem for them as teachers.
- “Lack of cooperation by other teachers” – 71 percent of Troops teachers and 64 percent of teachers overall do not see this as a serious problem.
- “Unprofessional teachers” – 58 percent of Troops teachers and 49 percent of K–12 teachers do not view this as a serious problem.

[See Figure *Problems Facing Teachers Judged “Very Serious”*, p. 12.]

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

*Reasons For Teaching Originally**And Now*

The number one reason Troops teachers give for originally deciding to become a teacher – and for still teaching – is their “Desire to work with young people.”

The second “main reason” for choosing to teach given by Troops teachers is the “Value or significance of education in society.”

Ranked third is “Interest in the subject-matter field.”

REASONS ORIGINALLY AND NOW

<i>What are the three main reasons you originally decided to become a teacher, and what are the three main reasons you are presently still teaching?</i>	Originally (percentage)	Now (percentage)
<i>Value or significance of education in society</i>		
Troops to Teachers	53	55
Alternate Route Teachers ¹	42	45
All Teachers ²	28	36
<i>Desire to work with young people</i>		
Troops to Teachers	68	66
Alternate Route Teachers ¹	61	62
All Teachers ²	75	67
<i>Interest in subject-matter field</i>		
Troops to Teachers	39	36
Alternate Route Teachers ¹	27	27
All Teachers ²	38	34
<i>Influence of a teacher in elementary or secondary school</i>		
Troops to Teachers	22	10
Alternate Route Teachers ¹	15	23
All Teachers ²	35	8
<i>Influence of a teacher or advisor in college</i>		
Troops to Teachers	8	5
Alternate Route Teachers ¹	5	3
All Teachers ²	9	2
<i>Spend more time with my family</i>		
Troops to Teachers	17	16
Alternate Route Teachers ¹	20	20
All Teachers ²	15	20
<i>Financial rewards</i>		
Troops to Teachers	5	5
Alternate Route Teachers ¹	7	5
All Teachers ²	3	6
<i>Long summer vacation</i>		
Troops to Teachers	24	24
Alternate Route Teachers ¹	22	24
All Teachers ²	17	17

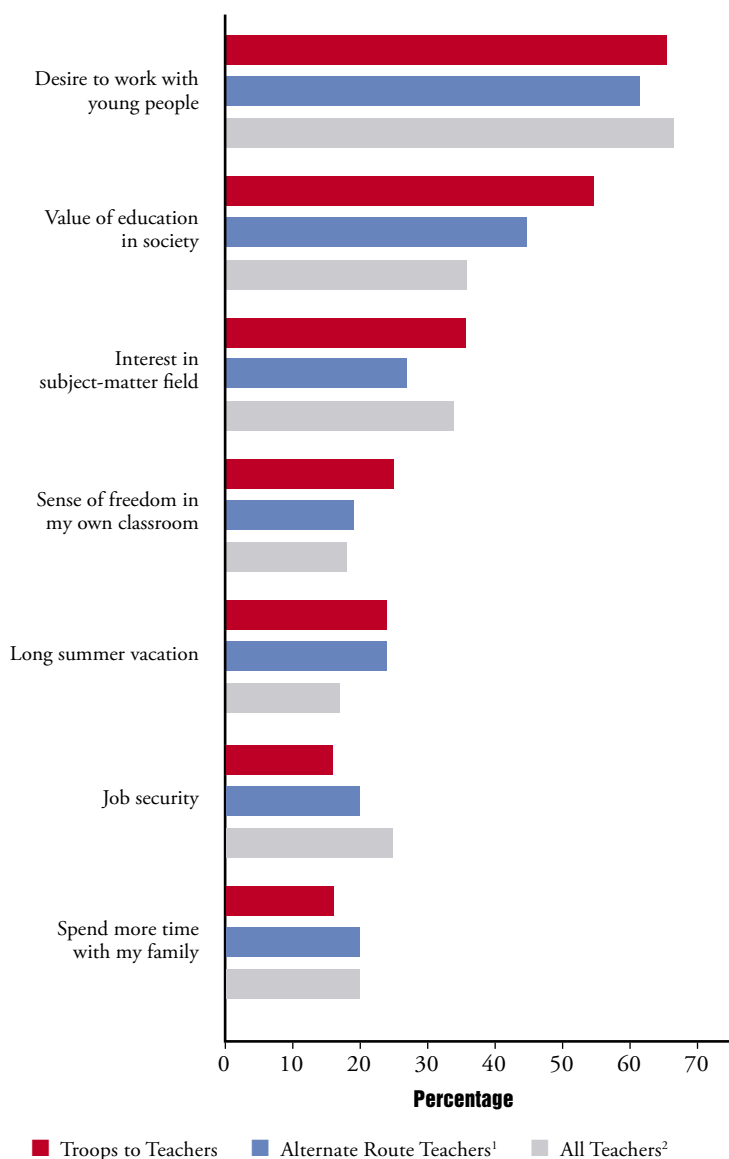
¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

REASONS ORIGINALLY AND NOW (cont'd)

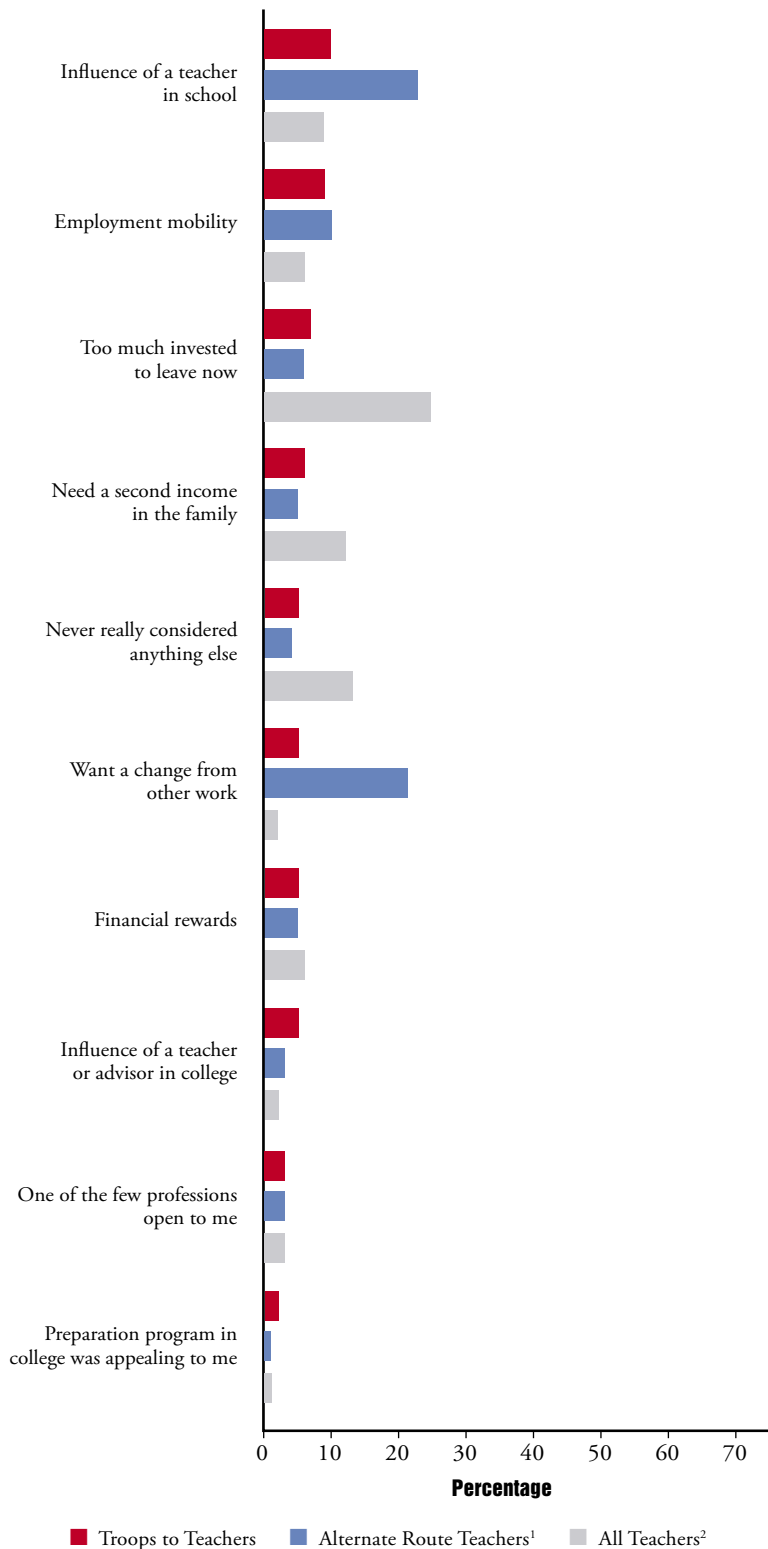
What are the three main reasons you originally decided to become a teacher, and what are the three main reasons you are presently still teaching?

	Originally (percentage)	Now (percentage)
<i>Job security</i>		
Troops to Teachers	16	16
Alternate Route Teachers ¹	20	20
All Teachers ²	15	25
<i>Employment mobility</i>		
Troops to Teachers	12	9
Alternate Route Teachers ¹	12	10
All Teachers ²	10	6
<i>Preparation program in college was appealing to me</i>		
Troops to Teachers	5	2
Alternate Route Teachers ¹	4	1
All Teachers ²	7	1
<i>Want a change from other work</i>		
Troops to Teachers	12	5
Alternate Route Teachers ¹	4	21
All Teachers ²	7	2
<i>Need a second income in the family</i>		
Troops to Teachers	7	6
Alternate Route Teachers ¹	5	5
All Teachers ²	6	12
<i>Never really considered anything else</i>		
Troops to Teachers	8	5
Alternate Route Teachers ¹	5	3
All Teachers ²	6	3
<i>One of the few professions open to me</i>		
Troops to Teachers	6	3
Alternate Route Teachers ¹	5	3
All Teachers ²	6	3
<i>Sense of freedom in my own classroom</i>		
Troops to Teachers	15	25
Alternate Route Teachers ¹	11	19
All Teachers ²	9	18
<i>Too much invested to leave now</i>		
Troops to Teachers	2	7
Alternate Route Teachers ¹	1	6
All Teachers ²	1	25

REASONS FOR STAYING IN TEACHING

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

REASONS FOR STAYING IN TEACHING (cont'd)

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

SATISFACTION WITH ASPECTS OF TEACHING

<i>How satisfied are you with the aspects of your teaching career listed below?</i>	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>Overall job satisfaction</i>			
Very satisfied	54	45	32
Somewhat satisfied	39	44	51
Somewhat dissatisfied	6	8	13
Very dissatisfied	2	3	4
Not sure	*	0	0
<i>Relationship with principal</i>			
Very satisfied	61	45	50
Somewhat satisfied	28	33	35
Somewhat dissatisfied	7	13	11
Very dissatisfied	4	8	4
Not sure	*	1	*
<i>Relationship with other teachers</i>			
Very satisfied	63	59	60
Somewhat satisfied	32	35	33
Somewhat dissatisfied	4	5	6
Very dissatisfied	1	1	1
Not sure	*	1	*
<i>Relationship with students</i>			
Very satisfied	63	59	60
Somewhat satisfied	32	35	33
Somewhat dissatisfied	4	5	6
Very dissatisfied	1	1	1
Not sure	*	0	0
<i>Relationship with parents of students</i>			
Very satisfied	67	66	66
Somewhat satisfied	29	29	29
Somewhat dissatisfied	3	4	4
Very dissatisfied	1	1	2
Not sure	*	0	*
<i>Present curriculums</i>			
Very satisfied	37	24	24
Somewhat satisfied	45	48	54
Somewhat dissatisfied	15	20	16
Very dissatisfied	3	7	6
Not sure	1	1	*
<i>Present textbooks</i>			
Very satisfied	28	18	20
Somewhat satisfied	42	40	43
Somewhat dissatisfied	20	25	23
Very dissatisfied	8	13	10
Not sure	2	4	4

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

Satisfaction

Troops teachers are considerably more satisfied with almost every aspect of teaching cited than are teachers in general and teachers who are entering the profession through alternate routes.

More than half of Troops teachers are “very satisfied” with their

- Relationship with students (67 percent)
- Relationship with other teachers (63 percent)
- Relationship with the principal (61 percent, compared to 50 percent of all teachers)
- Overall job satisfaction (54 percent, compared to 32 percent of teachers in general)

Forty-five percent of Troops teachers are “very satisfied” and 43 percent are “somewhat satisfied” with general working conditions.

Two-thirds (65 percent) of Troops teachers, compared to 51 percent of K–12 teachers, are satisfied with the “status of teachers” in the communities in which they teach.

Nearly six out of ten (58 percent) of Troops teachers, compared to 44 percent of all teachers, are satisfied with “tests of student achievement.”

[See Figure *Satisfied with Aspects of Teaching*, p. 13.]

SATISFACTION WITH ASPECTS OF TEACHING (cont'd)

<i>How satisfied are you with the aspects of your teaching career listed below?</i>	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>General working conditions</i>			
Very satisfied	45	29	32
Somewhat satisfied	43	43	49
Somewhat dissatisfied	9	19	14
Very dissatisfied	3	9	5
Not sure	*	0	*
<i>Salary</i>			
Very satisfied	9	7	7
Somewhat satisfied	45	37	39
Somewhat dissatisfied	29	33	30
Very dissatisfied	16	23	24
Not sure	1	0	*
<i>Status of teachers in this community</i>			
Very satisfied	21	16	11
Somewhat satisfied	44	40	40
Somewhat dissatisfied	24	26	32
Very dissatisfied	9	16	17
Not sure	2	2	1
<i>Sense of freedom/classroom autonomy</i>			
Very satisfied	n/a	39	n/a
Somewhat satisfied	n/a	40	n/a
Somewhat dissatisfied	n/a	13	n/a
Very dissatisfied	n/a	7	n/a
Not sure	n/a	1	n/a
<i>Tests of student achievement</i>			
Very satisfied	17	n/a	8
Somewhat satisfied	41	n/a	36
Somewhat dissatisfied	27	n/a	32
Very dissatisfied	13	n/a	22
Not sure	2	n/a	3

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

PROFESSIONALISM

Education and Certification

Number of College Semester Hours of Education Courses Taken. The number of semester hours of education courses Troops teachers have taken runs the gambit – from 2 percent who say “none” to 38 percent who report taking 50 or more college semester hours of education courses. Thirty-eight percent of public school teachers overall report taking 50 or more semester hours of education courses. However, while 7 percent of teachers surveyed by NCEI in 2005 said they took fewer than 25 semester hours of education courses, 24 percent of Troops teachers reported they took fewer than 25 semester hours of education courses.

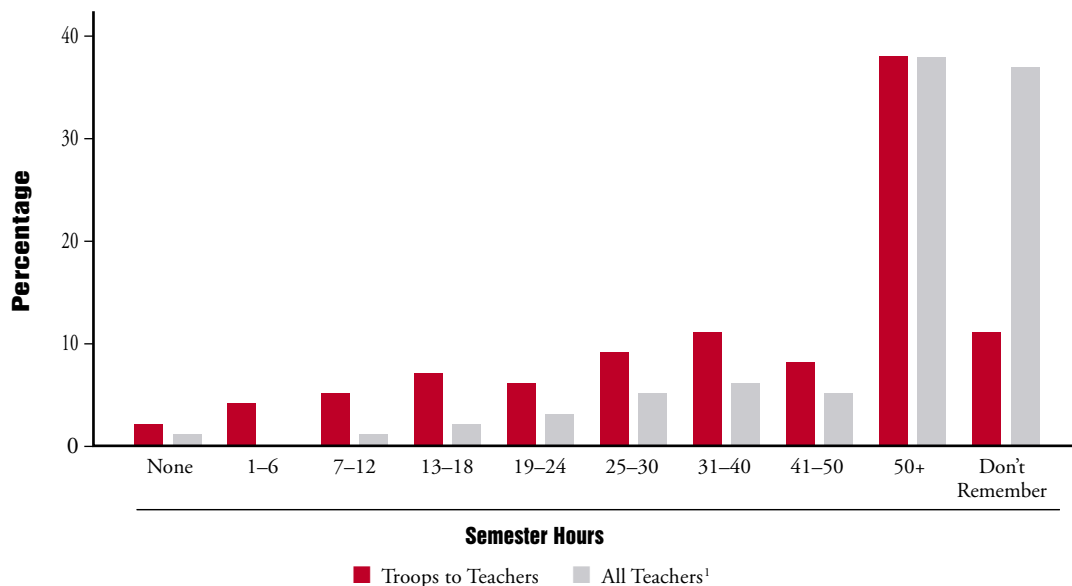
Eleven percent of Troops teachers and 37 percent of teachers generally report they

do not remember how many semester hours of education courses they took.

NUMBER OF COLLEGE SEMESTER HOURS OF EDUCATION COURSES TAKEN

	Troops to Teachers (percentage)	All Teachers (percentage)
None	2	1
1–6	4	*
7–12	5	1
13–18	7	2
19–24	6	3
25–30	9	5
31–40	11	6
41–50	8	5
50+	38	38
Don't remember	11	37

NUMBER OF COLLEGE SEMESTER HOURS OF EDUCATION TAKEN



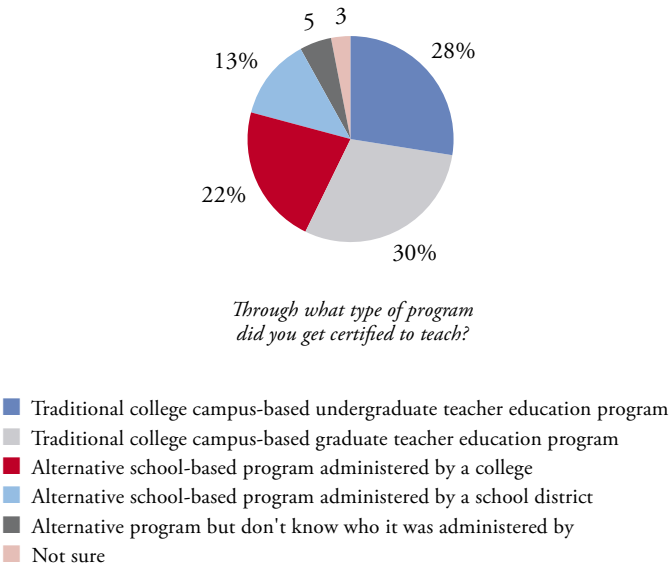
¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

Certification Route to Teaching. Troops teachers provide a laboratory for studying the effects of different types of programs for entry into K–12 teaching for people who have a non-traditional background. They represent every conceivable avenue into teaching from a uniform background in the military. Twenty-eight percent of Troops teachers obtained their certification to teach through a traditional college campus-based undergradu-

ate program; 30 percent through a traditional college campus-based graduate program; 22 percent through an alternative school-based program administered by a college; 13 percent through an alternative school-based program administered by a school district; 5 percent through an alternative program they are not sure who it was administered by and 3 percent simply are not sure what type of certification route they were in.

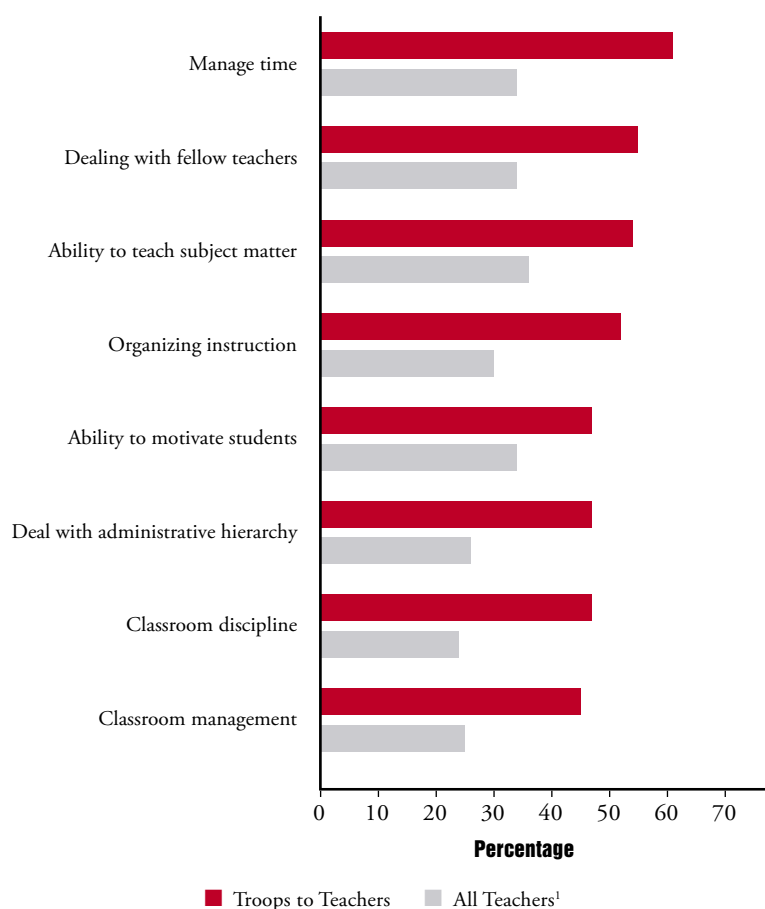
ROUTE TAKEN TO GET CERTIFIED TO TEACH



ROUTE TAKEN

Through what type of program did you get certified to teach?	Troops to Teachers (percentage)
Traditional college campus-based undergraduate teacher education program	28
Traditional college campus-based graduate teacher education program	30
Alternative school-based program administered by a college	22
Alternative school-based program administered by a school district	13
Alternative program but don't know who it was administered by	5
Not sure	3

“VERY COMPETENT” WHEN BEGAN TEACHING



HOW COMPETENT DID/DO YOU FEEL?

How competent did/do you feel in these areas of teaching?	When began teaching		Now	
	Troops to Teachers (n=1431)	All Teachers ¹ (n=1028)	Troops to Teachers	All Teachers ¹
<i>Ability to teach subject matter</i>				
Very competent	54	36	90	90
Somewhat competent	39	52	10	10
Not very competent	7	12	*	*
Not at all competent	1	1	0	0
Not sure	0	*	0	0
<i>Ability to motivate students</i>				
Very competent	47	34	72	74
Somewhat competent	44	53	26	25
Not very competent	8	13	2	1
Not at all competent	1	1	*	*
Not sure	*	*	0	*

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

Competence To Teach

About one-half of Troops teachers felt “very competent” in several areas of teaching when they *first began* teaching. This compares with about one-fourth to one-third of K–12 public school teachers generally who felt “very competent” in these areas when they first started teaching.

When they *first began* teaching, 8 percent of Troops teachers, compared to 13 percent of K–12 teachers, said they felt “not very” or “not at all” competent to teach the subject matter. For the other areas of teaching asked about, 9 percent of Troops and 14 percent of teachers generally did not feel competent in their ability to motivate students; 10 percent and 24 percent did not feel competent in managing time; 16 and 27 percent in classroom management; 16 and 29 percent in classroom discipline; 11 and 16 percent in organizing instruction; 8 and 11 percent in dealing with fellow teachers and 14, compared to 24 percent in dealing with the administrative hierarchy.

Virtually all (100 percent after rounding) Troops teachers, as well as teachers generally, *now* feel competent to teach the subject matter they are teaching (90 percent of both groups feel “very competent” to teach the subjects they are teaching.)

Nearly all Troops teachers, and teachers generally, feel competent *now* in all eight areas of teaching asked about: ability to motivate students (98 and 99 percent); manage time (99 and 99 percent); classroom management (98 and 99 percent); classroom discipline (98 and 99 percent); organizing instruction (99 and 99 percent); dealing with fellow teachers (98 and 99 percent) and dealing with the administrative hierarchy (97 and 97 percent).

HOW COMPETENT DID/DO YOU FEEL? (cont'd)

<i>How competent did/do you feel in these areas of teaching?</i>	When began teaching		Now	
	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)	Troops to Teachers	All Teachers¹
<i>Manage time</i>				
Very competent	61	26	81	74
Somewhat competent	29	50	18	25
Not very competent	9	21	1	1
Not at all competent	1	3	*	*
Not sure	*	*	0	*
<i>Classroom management</i>				
Very competent	45	25	79	78
Somewhat competent	39	48	19	21
Not very competent	14	24	1	1
Not at all competent	2	3	*	*
Not sure	*	0	0	0
<i>Classroom discipline</i>				
Very competent	47	24	77	77
Somewhat competent	37	47	21	22
Not very competent	14	26	2	1
Not at all competent	2	3	*	*
Not sure	*	0	0	0
<i>Organizing instruction</i>				
Very competent	52	30	83	81
Somewhat competent	37	53	16	18
Not very competent	10	15	1	1
Not at all competent	1	1	*	0
Not sure	0	0	0	0
<i>Dealing with fellow teachers</i>				
Very competent	55	34	81	78
Somewhat competent	37	55	17	21
Not very competent	7	10	1	1
Not at all competent	1	1	*	0
Not sure	1	*	*	0
<i>Deal with administrative hierarchy</i>				
Very competent	47	26	72	67
Somewhat competent	39	51	25	30
Not very competent	12	20	3	3
Not at all competent	2	4	1	*
Not sure	1	*	*	*

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

What Is Most Valuable In Developing Competence To Teach

While Troops teachers and K–12 teachers generally agree about the value of several variables in their developing competence to teach, they differ widely on others.

The variable Troops teachers rank highest – “Life experience in general” (80 per-

cent saying it is “very valuable”) – is seen as “very valuable” by 66 percent of all teachers surveyed.

Nearly three-fourths (73 percent) of Troops teachers, compared to 63 percent of teachers generally, say “Courses in subjects to be taught” is “very valuable” in developing competence to teach.

K–12 teachers generally report that “One’s own teaching experiences” and “Other teachers/colleagues” are the most valuable in developing competence to teach. Ninety-one percent of teachers overall, compared to 74 percent of Troops teachers, say “one’s own teaching experiences” is very valuable. Seventy-three percent of teachers, compared to 59 percent of Troops teachers, say that “other teachers/colleagues” are “very valuable” in developing competence to teach.

It is worth noting, in this context, that public school K–12 teachers have considerably more years of experience teaching than do Troops teachers.

DEVELOPING COMPETENCE TO TEACH

<i>How valuable do you think each of the following is in developing competence to teach?</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>One’s own teaching experiences</i>		
Very valuable	74	91
Somewhat valuable	24	9
Not very valuable	2	1
Not at all valuable	*	0
Not sure	*	*
<i>Courses in subjects to be taught</i>		
Very valuable	73	63
Somewhat valuable	25	33
Not very valuable	2	4
Not at all valuable	*	*
Not sure	0	*
<i>Other teachers/colleagues</i>		
Very valuable	59	73
Somewhat valuable	36	25
Not very valuable	4	2
Not at all valuable	*	0
Not sure	*	1
<i>Life experiences in general</i>		
Very valuable	80	66
Somewhat valuable	19	31
Not very valuable	1	2
Not at all valuable	*	*
Not sure	0	*

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

DEVELOPING COMPETENCE TO TEACH (cont'd)

<i>How valuable do you think each of the following is in developing competence to teach?</i>	Troops to Teachers (n=1431)	All Teachers¹ (n=1028)
<i>Professional development activities</i>		
Very valuable	48	46
Somewhat valuable	39	40
Not very valuable	10	12
Not at all valuable	2	1
Not sure	*	0
<i>Studying on one's own</i>		
Very valuable	48	42
Somewhat valuable	41	45
Not very valuable	9	11
Not at all valuable	1	1
Not sure	1	*
<i>The faculty in one's subject area major</i>		
Very valuable	38	40
Somewhat valuable	46	45
Not very valuable	12	12
Not at all valuable	2	1
Not sure	3	3
<i>Education methods courses</i>		
Very valuable	51	37
Somewhat valuable	37	46
Not very valuable	9	14
Not at all valuable	2	3
Not sure	1	*
<i>Experience in non-school occupation</i>		
Very valuable	53	26
Somewhat valuable	38	51
Not very valuable	6	17
Not at all valuable	1	4
Not sure	2	3
<i>The college of education faculty</i>		
Very valuable	24	22
Somewhat valuable	46	53
Not very valuable	20	20
Not at all valuable	6	3
Not sure	5	1

¹ Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

PLANS FIVE YEARS FROM NOW

<i>What Do You Expect to be Doing Five Years From Now?</i>	Troops to Teachers (n=1431)	Alternate Route Teachers¹ (n=2647)	All Teachers² (n=1028)
<i>Teaching K-12</i>	61	62	60
<i>Teaching postsecondary</i>	7	7	2
<i>Employed in an occupation in education, other than teaching</i>	17	17	9
<i>Employed in an occupation outside of education</i>	3	5	4
<i>In military service</i>	*	0	0
<i>Homemaking and/or child rearing full-time</i>	*	1	2
<i>Attending a college or university full-time</i>	*	1	0
<i>Unemployed and seeking work</i>	*	*	0
<i>Retired from job other than teaching</i>	*	*	0
<i>Retired from teaching</i>	10	2	22

Plans Five Years From Now

Eighty-five percent of current Troops teachers expect to be employed in an occupation in education five years from now. Six out of 10 (61 percent) Troops teachers expect to be teaching in K–12 schools five years from now; 17 percent expect to be employed in an occupation in education, other than teaching; 7 percent expect to be teaching at the postsecondary level; only 3 percent expect to be employed in an occupation outside of education.

Ten percent of current Troops teachers – compared to 22 percent of the overall public school teaching force – expect to be retired from teaching by 2010.

Twenty-two percent of Troops teachers and 23 percent of K–12 school teachers are currently 55 years of age or older.

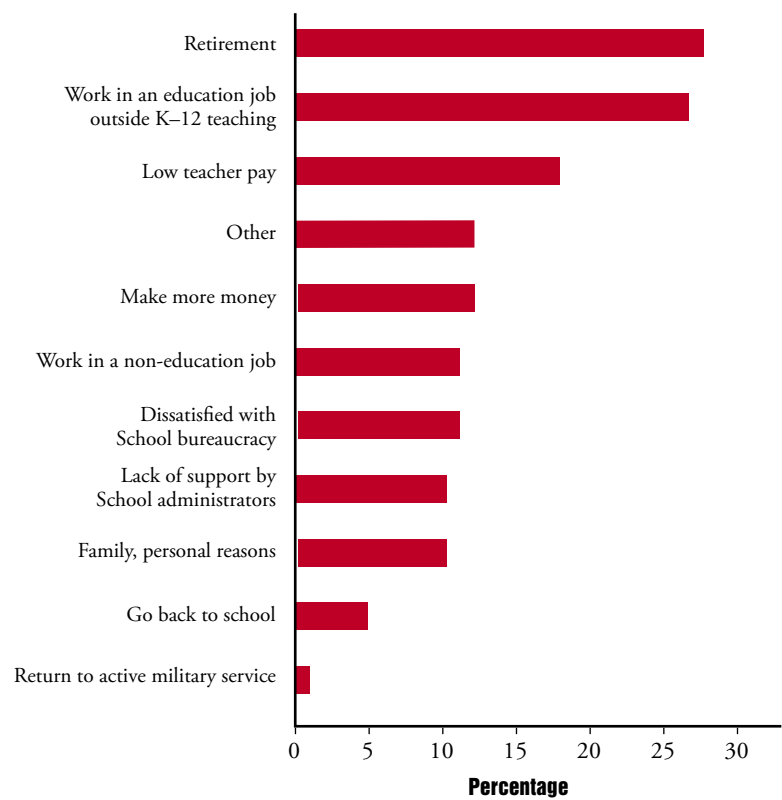
[See Figure *Plans Five Years from Now*, p. 11.]

¹ Source: National Center for Education Information, *Profile of Alternate Route Teachers*, 2005

² Source: National Center for Education Information, *Profile of Teachers in the U.S.*, 2005

* Less than 0.5 percent

REASONS FOR LEAVING K-12 TEACHING



Reasons for Leaving K-12 Teaching

Twenty-eight percent of the Troops teachers who say they plan to leave teaching in the next five years give retirement as the reason; 27 percent of those say they plan to work in a non-teaching job in K-12 education.

REASONS FOR LEAVING

<i>If you expect not to be teaching in K-12 five years from now, or if you are no longer teaching, please check your reasons for leaving teaching</i>	Troops to Teachers (n=545) ¹
Return to active military service	1
Dissatisfied with school bureaucracy	11
Family, personal reasons	10
Lack of support by school administrators	10
Low teacher pay	18
Make more money	12
Retirement	28
Work in an education job outside K-12 teaching	27
Work in a non-education job	11
Go back to school	5
Make more money	13

Value Of The Troops To Teachers Program

Six out of 10 (59 percent) Troops teachers say they would not have become a teacher if the Troops to Teachers program had not been available.

An additional 20 percent indicated they were not sure.

Ninety-seven percent of participants in the Troops to Teachers program say they would recommend the program to others who qualify.

[See Figure *Value of Troops to Teachers Program*, p. 14.]

¹ 39 percent of Troops teachers surveyed

METHODOLOGY

The *Profile Of Troops To Teachers 2005* survey was conducted by the National Center for Education Information (NCEI) April 8 – June 30, 2005. In that time, 1,431 questionnaires were completed.

The Troops to Teachers program was authorized by the Congress of the United States in the Defense Authorization Bill introduced in 1993. The program has been managed by the Defense Activity for Non-Traditional Education Support (DANTES) since 1994 as a means of transitioning personnel who had served their country in the active military into the service of K–12 teaching in the United States.

Nearly 8,000 former military personnel have entered K–12 teaching through this program.

NCEI undertook the task of finding out who these people are, what they think about a wide variety of issues pertaining to teaching, student learning and other educational issues; their impact on American education and the profession of teaching; what they think about the Troops to Teachers program itself and specific aspects of the program; recommendations and their future plans.

A 38-item questionnaire was developed and mailed to 3,000 individuals selected randomly from all the individuals who had gone through or were currently in the Troops to Teachers program since 1994. The list was drawn from the data files maintained by the central office of Troops to Teachers at DANTES.

The survey questionnaire and cover letter were mailed first-class April 8–11, 2005. Both the survey instrument and cover letter explained that the survey could be completed as hard copy and returned to the National Center for Education Information by us-

ing a postage-paid envelope enclosed in the mailing or it could be completed online. The secure online site address was given and those selected to participate in the survey were invited to go to the site and sign in using a secure password.

By April 21, 647 completed surveys had been returned via mail and 94 surveys had been completed online.

A second follow-up reminder letter was mailed April 25.

By June 30, 2005 1,431 surveys were completed.

SAMPLE SIZE AND RESPONSE RATE

Sample size	3,000
Unusable questionnaires returned	41
Adjusted sample size	2,959
Usable questionnaires returned	1,434
Response rate	48.4%

Reliability of Survey Percentages

Any sample survey is subject to sample variation. The degree of variation is determined by the level of percentages expressed in the results and by the number of interviews completed relating to a response.

The following table reflects the amount of possible sample variation that can be applied to percentage results of this study. Simply stated, the table indicates that chances are 95 out of a 100 that a result from the study will not vary, plus or minus, by more than the indicated number of percentage points, from the results that would have been achieved if questionnaires had been completed by all people in the universe that is represented in the sample.

If the response rate for a sample size of 500, for example, was 80 percent, then 95 times out of 100 the responses from the entire population would be between 76 percent and 84 percent. It is important to note that

survey results based on small-sized subgroups are subject to large sampling error.

When comparing results from different parts of a sample, sample tolerances are also used to determine if the difference between two subgroups can be considered statistically significant.

For example, if 43 percent of one group of 800 responded “no” to a particular question and 37 percent of an independent groups of 500 responded “no” to the same question, then the observed difference (6 percentage points) is significant since it is greater than the potential sampling error (5 percentage points) reflected in the table. These errors account for sampling error only. Survey research is susceptible to non-sampling errors as well, such as respondent recording and data processing. However, the procedures followed by NCEI in this study should minimize these kinds of errors.

POTENTIAL SAMPLING ERROR – ESTIMATES

Approximate sampling tolerances (at 95% confidence) to use in evaluating percentage results appearing in this report					
Approximate sample size of group asked question on which survey result is based	Survey percentage results at:				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	3	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	4	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

POTENTIAL SAMPLING ERROR – DIFFERENCES BETWEEN ESTIMATES

Approximate sampling tolerances (at 95% confidence) to use in evaluating differences between two percentage results appearing in this report					
Approximate sample size of two groups asked question on which survey result is based	Survey percentage results at:				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
2,000 vs. 2,000	2	2	3	3	3
... 1,000	2	3	4	4	4
... 800	3	3	4	4	4
... 500	3	4	4	5	5
... 300	4	5	6	6	6
... 200	4	6	7	7	7
... 100	6	8	9	10	10
... 50	9	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
... 800	3	4	4	5	5
... 500	3	4	5	5	5
... 300	4	5	6	6	6
... 200	5	6	7	7	8
... 100	6	8	9	10	10
... 50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
... 500	3	4	5	5	6
... 300	4	5	6	7	7
... 200	5	6	7	8	8
... 100	6	8	10	10	10
... 50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
... 300	4	6	7	7	7
... 200	6	7	8	8	8
... 100	7	9	10	11	11
... 50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
... 200	5	7	8	9	9
... 100	7	9	10	11	11
... 50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
... 100	7	10	11	12	12
... 50	9	12	14	15	15

APPENDIX A

Approximately 250,000 military veterans in just the last four years could be called upon to teach

- Since 2001, approximately 100,000 military individuals with at least a bachelor's degree have retired from the military. In addition, some 140,000 Guard and Reserve members have at least a bachelor's degree and 10 or more years of active duty and would be eligible for the Troops to Teachers program.
- These figures do not include retiring members of the Guard and Reserve, which makes up approximately another 10,000 per year of which an estimated 50% would have degrees and could be eligible to begin new careers as teachers.
- An additional group of those Guard and Reserve members have 10 or more years of active duty with a four year degree and would be eligible for the Troops to Teachers program. There are approximately 140,000 individuals in this category – a number that is not likely to change dramatically from year to year.
- There is a large pool of potential second career teachers, and providing more incentives could bring more individuals into teaching.
- Over the past three years the Troops to Teachers program has received about 3,500 registrations per year and assisted about 1,200 participants to begin teaching as a new career. The program has room to grow.

MILITARY RETIREES, BY YEAR

Year	Officers	WO/NCO	Totals
2001	7,618	32,024	39,642
2002	10,465	33,689	44,154
2003	6,805	31,050	37,855
2004	7,757	34,369	42,126
Totals	32,645	131,132	163,777

- About 40,000 Military Officers, WOs (Warrant Officers) and NCOs (Non-Commissioned Officers) retired per year between 2001 and 2004.
- All officers have degrees and about 40% of NCOs have four year degrees.
- Approximately 20,000 – 22,000 individuals retiring from active military duty in each of the last four years have at least four year degrees.

APPENDIX B

Public elementary and secondary education statistics

The following are selected public elementary and secondary statistics from Data reported by States to the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2002–03, Version 1a, and “State Nonfiscal Survey of Public Elementary/Secondary Education,” 2002–03, Version 1a.

- From 1992–93 to 2002–03, school enrollment increased 12.6 percent, while the number of teachers increased 23.4 percent for the decade.
- In 2002–03, 48.2 million public school students were enrolled in 92,330 schools in 14,559 school districts and taught by 3 million teachers.
- About half of the schools (48.5 percent) enrolled between 300 and 749 students each and accounted for about half of all enrollment (46.3 percent).
- One-third (32.4 percent) of the 92,330 schools enrolled fewer than 300 students each and accounted for 9.5 percent of total enrollment. Schools that enrolled between 750 and 1,499 students each accounted for 15.4 percent of all schools, yet enrolled 29.5 percent of all students. Only 3.8 percent of the 92,330 schools enrolled 1,500 or more students each; these schools accounted for 15.3 percent of total school enrollment.
- White non-Hispanic students comprised 59.5 percent of all enrollment; 17.8 percent of students were Hispanic; 17.3 percent Black non-Hispanic; 4.3 percent Asian/Pacific Islander; and 1.2 percent Indian/Alaskan Native.
- Public schools in Large cities enrolled 16.0 percent of all students; Mid-sized cities enrolled 15.5 percent of students; Urban fringes of a large city, 28.7 percent; Urban fringes of a mid-sized city, 12.5 percent; Large towns, 1.0 percent; Small towns, 7.5 percent; Rural, 18.8 percent.
- In 2002–03, 57.1 percent of schools and 48.2 percent of students were at the primary level; 17.3 percent of schools and 20.6 percent of students were at the middle school level; 19.3 percent of schools and 28.1 percent of students were at the high school level; 8 percent and 3.1 percent, respectively were “other.”
- Of all 95,920 schools (those with and those without membership), 12.7 percent were in a Large city (central city with population greater than 250,000); 13.8 percent were in a Mid-sized city (central city with population less than 250,000); 24.5 percent in the Urban fringe of a large city; 11.7 percent in the Urban fringe of a mid-size city; 1.1 percent in a Large town; 9.4 percent in a Small town; 28.7 percent in Rural areas.
- Percent of students of a race/ethnicity other than White, non-Hispanic by community type: Large and mid-sized cities – 62.4 percent; Urban fringe of cities – 34.6 percent; Large town – 34.5 percent; and Small town or rural – 21.4 percent.



NATIONAL CENTER FOR
EDUCATION INFORMATION

www.ncei.com